

# **ASET Annual Conference 2015**

**Proceedings of the 2015  
Placement and Employability  
Professionals' Conference**

**Editor: Debbie Siva-Jothy**

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**22<sup>nd</sup> Annual Conference  
University of Exeter, Streatham Campus  
8<sup>th</sup> – 10<sup>th</sup> September 2015**

## **ASET Annual Conference 2015**

Positive Placement Partnerships

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## Foreword

ASET is very pleased to be able to share with you the proceedings of the ASET Annual Conference held at the University of Exeter, from 8<sup>th</sup> – 10<sup>th</sup> September 2015. It is often said that there are only two certainties in life, but I am confident that had Benjamin Franklin lived in the 21<sup>st</sup> and not the 18<sup>th</sup> century, and had he been to an ASET conference, he would have added a couple more. Our theme for this conference was positive placement partnerships, and I was certain that delegates would once again be generous in their sharing, inquisitive in their questioning and collegiate in their collaboration. There is nothing else in the sector quite like the ASET community, and I am very proud of how well we work together across institutions, with employers and students to deliver high quality work based and placement learning opportunities.

Thanks to Professor Mark Goodwin, Deputy Vice-Chancellor for External Affairs for providing such a warm welcome from the University of Exeter. We are extremely grateful to all our speakers and workshop presenters for such interesting and useful sessions, and I would particularly like to thank our keynote contributors Paul Blackmore, Deirdre Hughes, Joy Jarvis and Karl Hobley. Our 'Learning from Success' panel was a thought provoking look at the partnerships between universities and the employers we work with. We appreciate the time that colleagues from the Civil Service Fast Stream, IMI Precision Engineering (formerly Norgren), Enterprise Rent-A-Car, Optix Solutions, Exeter City FC and the Eden Project gave to come along to conference and share their experiences. Thanks must be noted to our conference sponsors; Nicholas Associates, Quantum IT and InternChina and of course to our longstanding partners RMP Enterprises. We do hope you found your interactions with them fruitful.

A huge thank you to the Staff Development and Events team of volunteers who make this event so successful, and particularly to our Trustee, Tim Ward, and our Development Manager, Debbie Siva-Jothy, whose hard work delivers such a brilliant conference. And finally, we were very pleased to be able to come to Exeter this year and announce the arrangements for Conference 2016. We know that for many of you, the ASET Annual Conference is your essential date for professional development in the work based and placement learning HE sector, so we wanted to confirm this for you as soon as possible. We look forward to seeing you again at Conference next year, 6<sup>th</sup> - 8<sup>th</sup> September at the University of York!

**Sarah Flynn**  
Chair, ASET

**ASET Presidential Address**

2015

I would like to introduce some key issues that participants in the Annual Conference might like to bear in mind during their deliberations.

ASET is in good shape. Membership and participation in its annual conference and workshops is growing. This is largely a result of the increasing interest in work based learning in higher education to enrich the student experience and help to develop employability skills and experience. The Executive Committee and the Administration have done much to enhance the range of work and influence of ASET throughout the higher education sector, both nationally and internationally and I am most grateful to them for their efforts and achievements. I must also thank the whole membership of ASET and the participants both in this conference and the workshop sessions held across the year. We want to hear from you to help us to respond to their needs and tap into your foresight of future directions for the work of ASET.

It is important for us all to remember the context in which we are working and the influences that might affect the way the sector develops and the challenges that institutions and staff have to face. That sets the context for higher education and although these issues might seem remote from the detail of your work and the conference, they may affect the environment for your work and the pressures on your students. At the time of the conference, the news agenda was dominated by the refugee crisis in Europe and worries about how that would work out. Such instability internationally can affect many areas of the world. This comes at a time when the newly elected UK government is pushing ahead hard on its agenda of austerity with public expenditure cuts. It is also expecting higher performance from publicly funded bodies and increased marketisation of services, including higher education. These factors all will have direct or indirect impact on higher education and the funds available to support students and institutions. What is becoming clear is the divergence of strategies and funding between the devolved administrations of constituent regions of the UK, England, Scotland, Wales and Northern Ireland. At the same time there is continuing change in Europe and differentiation between countries, exacerbated by the refugee problem. And the UK is heading for a referendum on its continuing membership of the EU and all that would ensue if there were to be a UK exit. This would have direct impact on the mobility of EU students and more immediately, the availability of placements outside the UK.

I see the more immediate issues facing placements and work experience which are the focus of this conference include the extension of consumer protection law to higher education, international student visa changes made by the UK government in response to increased immigration to UK, even before the refugee crisis, the introduction of a Teaching Excellence Framework and along with increased marketisation, the removal of student grants and student number controls in English higher education.

### **Consumer Protection Law**

This will require minimum standards of information provision to prospective and current students by higher education institutions to help them make choices. There will have to be “clear, intelligible unambiguous and timely information” given to students by HEIs including that related to placements. This in turn will drive higher expectations by students of what they will regard as their rights. This will raise issues of university resourcing and may impact on the independence of employers relating to placements and work experience. Some employers may regard this as unacceptable interference in their offerings of work experience and placements which could lead to fewer opportunities for students.

### **International Student Visas**

There is a real and, at times, bitter dispute with current UK government thinking about the impact of international students on net immigration figures. The government is determined to drive down that figure and sees international students as an area where they can impose restrictions on such students entering the UK. There is little doubt that there have been abuses of the system by unlicensed or unregulated so-called colleges which have opened up routes for bogus international students to gain access to the UK. This needs to be controlled but the regulations being imposed to control that are also being applied to legitimate, responsible HEIs. There are many reports of legitimate students being denied visas for legitimate courses or for granting of visas taking too long for the students to be able to take up places in their chosen institutions. This is having an impact on the perception of the UK as being a welcoming and supportive environment for international students. UK higher education is a strong international brand and the UK and its universities have benefited hugely by welcoming well motivated and highly able students from around the world. The removal of post-study visas to enable graduates to remain in the UK on completion of their studies is damaging to the economy and cultural life of the UK, It also must be acting as a deterrent to potential employers who see in-course work



placements as an important part of their talent pipeline for graduate recruitment. It is thus likely to lead to closing off placements and work experience for international students. This would impoverish their experiences as students and cause problems for HEIs who want to offer the full range of experience to international students. We need clarity on this urgently. It also relates to issues facing EU students seeking placement.

### **Teaching Excellence Framework**

There are positive reasons to welcome the principle of a Teaching Excellence Framework (TEF) as for too long HEIs have been judged solely by their Research Excellence Framework results. This has inevitably led to a situation where teaching has been regarded as a less important component of university life than research and excellence in teaching less likely to be recognised for promotion than research excellence. But there are dangers to this as well. The signs are that this will be introduced very hurriedly without the detailed debate that accompanied research assessment. If the metrics to be used to assess TEF are not robust and agreed with the sector, we could find a serious problem if this is used to drive agreements about raising tuition fees and other esteem factors. Will TEF recognise the involvement of employers in the delivery or perhaps the development of the curriculum? How will placements be assessed as part of the TEF assessment? My guess is that this level of detail will not be measured directly but undoubtedly graduate destinations and student satisfaction as recorded through NSS scores will be part of this. If graduate destinations are based solely on DELHE returns this will be a lost opportunity. Much more important in the long term are longer term employment figures, perhaps three years after graduation. And as someone who has championed widening access how will success in opening up opportunities for students from disadvantaged backgrounds be factored into TEF scores. There is much to debate in this and I think very little time available for this so I urge you to try to have some influence within your institutions to help shape this debate.

### **Removal of Student Number Controls**

This is likely to produce instability in HEIs as student numbers become less easy to predict. This will impact on planning, resourcing and placement demand. Marketing teams in HEIs will always want good news stories. So increased student numbers will be well received but someone then has to deliver a quality product that meets student expectations- back to Consumer Protection Law. Increased numbers however put more pressure to find good and well supported placements and work based learning.

So there is much to debate, much to digest and to deliver in this increasingly uncertain world. I hope this conference helps you to engage not just in the details of how to make placements and work experience happen and work but also the increasingly important role that these will play in the successful higher education for the future.

This conference gives the opportunity for such debate as well as opportunities for networking and gaining new insights into making work based learning successful for students and staff.

**Dr Geoffrey Copland**

## KEYNOTE

### The value of employability skills and their development through partnerships

**Dr Deirdre Hughes OBE and Paul Blackmore**

The economy is recovering and recent economic growth has been impressive – but there remain deep-rooted challenges that must be addressed if growth is to be sustained. The need to drive up employability skills to improve productivity and encourage greater individual responsibility feature commonly in Government policies in the UK, Europe and further afield. In this dynamic context, greater attention is being paid to the role of higher education in developing new approaches to employability, careers and enterprise, mainly through partnerships at a local, national and global level. We examine the meaning and value of employability skills alongside new forms of equipping more people with the right skills that give them the best opportunities to succeed in learning and work.

**Deirdre Hughes, OBE**

*Principal Research Fellow, Warwick University, Institute for Employment Research*

Deirdre has acted as a Commissioner at the UK Commission for Employment & Skills (UKCES, 2011 - 2015) and was Chair of the National Careers Council in England (2012 - 2014), reporting directly to three Skills Ministers. She is Co-Editor of the British Journal for Guidance and Counselling: International Symposium Series. Deirdre is currently Chair of a DfE/CfBT Senior Advisory Group (Promotions) raising the profile of a new Core Maths Support Programme.

Deirdre has given written and oral evidence to UK-wide Parliamentary and Assembly Governments and published extensively in academic and professional journals. She is a consultant to the European Lifelong Guidance Policy Network (ELGPN, 2011-2015) on quality assurance and evidence-based policies and practices. Deirdre recently led a UK Country Team to the International Centre for Career Development and Public Policy (ICCDPP) 7<sup>th</sup> Symposium held in Iowa. She is passionate about improving careers support systems and encouraging more people to develop their mathematical skills.





**Paul Blackmore**

*Head of Employability & Graduate Development and Assistant Director (Employability) Academic Services, University of Exeter*

Paul is responsible for the Division of Employability & Graduate Development and co-ordinating Exeter's ambitious employability and employer-engagement strategies. He has worked in senior roles across the University-Business interface for over 20 years delivering nationally and internationally acclaimed sector-leading services in relation to: employability; careers and learner support; enterprise

and entrepreneurship education; placement strategies; employer-engagement; personal and professional development and; business HR support. He has managed large scale initiatives within the curriculum and at the University-Business interface including a £2.3M commercial contract to deliver a HRM graduate development programme for the nuclear sector. His work has assisted two Universities in their rise to the top of national graduate destination league tables, contributed to their top 10 status and helped to raise their national and international profile.

## Presentation

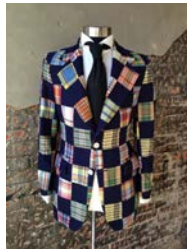
<h3>The value of employability skills and their development through partnerships</h3> <p><b>Dr Deirdre Hughes</b> OBE, Principal Research Fellow, Warwick University</p> <p><b>Paul Blackmore</b> Head of Student Employability &amp; Academic Success, University of Exeter</p> 	<h3>Aim</h3> <p>To focus on improving the relationship between higher education and business and reflect on the evidence-base</p> <ul style="list-style-type: none"> <li>✓ Think about the macro challenges ahead</li> <li>✓ Discuss enablers and barriers</li> <li>✓ Identify levers for change</li> </ul>
<h3>Context: Today, thinking about your mindset</h3> <ul style="list-style-type: none"> <li>• Video link</li> <li>• <a href="https://www.youtube.com/watch?v=Fx8h9LrjH74">https://www.youtube.com/watch?v=Fx8h9LrjH74</a></li> </ul>	<h3>The global picture</h3> <ul style="list-style-type: none"> <li>• 20 years ago competition was within Europe – now 'BRIC'</li> <li>• The value of labour depends on skills not geography</li> <li>• Wealth comes from the application of knowledge not the production of goods</li> <li>• The UK can import goods but must export skills and technology</li> </ul> 
<p><i>Preparing ... for a future we cannot clearly describe....</i></p> 	<h3>Task ahead</h3>  <ul style="list-style-type: none"> <li>• Keep more people switched on to learning</li> <li>• Encourage them not to close down opportunities too early</li> <li>• Broaden horizons and challenge inaccurate assumptions</li> <li>• Create relevant experiences and exposure to the world of work and techniques for building employability skills, including career adaptability and resilience</li> </ul>

## The Future...?

- 1989: 'The future is multi-media'
- 1999: 'The future is the Web'
- 2009: 'The future is smart mobile'
- 2013: 'The future is open + linked data'
- 2020: 'The future is collaborative intelligence filtering +'

halfpenny.org

## Higher Education & Employers: Policy backdrop



Patch work masquerading as unified & coherent?

## UK Challenge

Progression through the labour market

**The Hourglass**

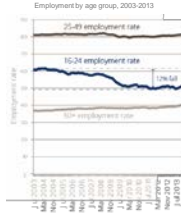


UKCES  
UK COMMISSION FOR EMPLOYMENT AND SKILLS

## Getting in to work


Youth unemployment is falling, but securing a foothold into a good career is still harder than it was twenty years ago.

- The UK is particularly unusual in that the **ratio of youth unemployment to adult unemployment is 3.6**, significantly higher than other leading economies.
- This is a structural problem that has been around since before the recession, reflecting a long-term decline in entry level jobs in industries that young people traditionally go into, and fewer opportunities to combine earning, learning and to progress.



## Getting on at work

- Globalisation, new technology and longer working lives are changing the labour market.
- Traditional middle-skilled jobs such as clerical and secretarial trades declined by £1.2m in 1992-2012, alongside the emergence of a new 'middle' requiring higher skill levels than before. Meanwhile, low skill jobs grew by £1.3m and high skill jobs grew by £4.6m.
- As a result there are growing opportunities for highly skilled people in both employment and wages, but longer pathways and greater global competition

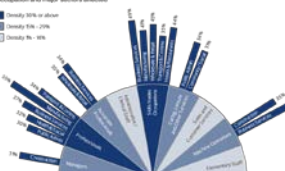


## Moving up to higher skilled jobs

The workforce is getting better educated - **by 2020 nearly half of the workforce will be qualified to degree level and above, overtaking the USA**

But in certain sections of the economy businesses face long-standing **skills shortages**

- At the same time there are significant portions of the workforce with skills that are under-utilised - this equates to **4.3 million workers or 16% of employees**



## The importance of maths

Children with high mathematics scores at age 10 earn 7.3% more at age 30 than others, even after pupil characteristics & later qualifications are controlled for

Those with maths A-level earn 7%-10% more than similarly educated workers without this qualification

9% wage premium for holding a maths degree compared to holding a degree in other subjects

Earn 19% more than workers in other occupations

**Maths age 11**  
Institute of Fiscal Studies, British Cohort Study 2012

**Maths A-level**  
Dolton, P.J., and Vignoles, A. The Return on Post-Compulsory School Mathematics Study, *Economica*, 69, 113-141

**Degree-level Maths**  
Office for National Statistics (2010) Annual Survey of Hours and Earnings (ASHE)

**Work in a STEM occupation**  
Office for National Statistics (2010) Annual Survey of Hours and Earnings (ASHE)

University of Reading

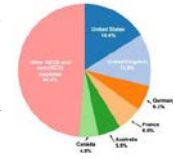
## New tools to 'open up' access to the world of work



## Emerging themes and opportunities

### International perspectives

- More international students 4.15M; to grow to 7.2M by 2025 (Hazelkorn, E., 2014)
- EU/UK targets for outward mobility – 20% by 2020
- ...creates an increasing need for more international / diverse experiences for our students.



## Why is it so important to students?

### Employers say that they value international experiences

Do you actively seek or attribute value to an international study experience when recruiting?

60% = Yes (n=10,344)



Which of the following apply to your business?

- It's a formal part of shortlisting/interview process [1,041]
- It is applicable for all new hires [1,034]
- It is only applicable for those expected to work internationally [1,027]
- We measure intercultural communication skills as part of the recruitment process [1,033]
- Candidates with international experience generally outperform those without [1,037]
- We screen for language skills [1,031]
- We distinguish between different types and duration of international study experience [1,033]

"The value of a student's cross-cultural experience goes beyond purely the acquisition of language – it lies in the ability to see business and personal issues from other than your own cultural perspective"



Graduate Employability report: Council for Industry and HE

## What are the skills they value?

Global Competencies	Mean Ranking
As ability to work collaboratively with teams from a range of backgrounds and countries	8.2
Excellent communication skills: both speaking and listening	7.5
A high degree of drive and resilience	5.6
As ability to embrace multiple perspectives and challenge thinking	5.4
A capacity to develop new skills and behaviours according to role requirements	4.6
A high degree of self-awareness	4.4
As ability to negotiate and influence clients across the globe from different cultures	4
As ability to form professional, global networks	3.9
As openness to and respect for a range of perspectives from around the world	3.6
Multi-cultural learning agility (e.g. able to learn in any culture or environment)	2.4
Multi-lingualism	1.7
Knowledge of foreign economies and own industry area overseas	1.7
As understanding of one's position and role within a global context or economy	1.6
A willingness to play an active role in society at a local, national and international level	0.5

Figure 2: Mean ranking of global competencies



## Students with international experience have more relevant employability skills

During a stay abroad students tend to improve their



## Most important aspect of attending an overseas University for students?



Karunina & Bridgestock, 2015 (QS Intelligence Unit)

## Mobile students secure graduate jobs and keep them

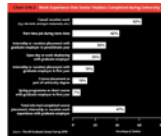
- > 1 in 3 students who did an Erasmus work placement was offered a permanent job by their host company
- Former mobile students are 50% less likely to experience long-term unemployment compared with those not going abroad
- 5 years after graduation, the unemployment rate of mobile students was 23% lower than for non-mobile students
- 64% of employers reported that graduates with an international background are given greater professional responsibility more frequently
- Erasmus alumni were 44% more likely to hold managerial positions than non-mobile alumni 10 years after graduation



## Challenges and opportunities

### Monitoring

- Employers are more global in their approach when partnering HEIs; assessing performance of institutions via league tables/surveys, internal HR metrics and 'innovation' audits
- Teaching Excellence Framework - inc. metrics illustrating preparation "...for the world of work" and WP progression "...into further study or graduate job"



### Opportunities

- 20M EU SMES vs 77K large companies
  - 85% of new jobs created in EU between 2002 and 2010
- More effective working across institutions...

## Developing the University-Business partnership ecosystem



"...where the various offerings of HE are integrated – informing and shaping one another – then they stand a greater chance of long term success"  
(Bollen et al., 2009, p.45; see also Cole & Tibby, 2013; UKCES, 2009).

## What next?

"If you always do what you've always done, you'll always get what you've always got." Henry Ford (1863-1947), American founder of the Ford Motor Company



**ASET**

- University colleagues: between central teams and academic departments
- Students: at all stages of their studies and graduate life
- Employers: from micro-SMEs to global corporations
- Professional bodies and sector organisations

Thank you!

Q & A?

## Useful References

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## KEYNOTE

### Professor Joy Jarvis

Joy Jarvis has been working in education for nearly 40 years. She has taught in a range of contexts, and across all educational phases, from early years to Higher Education. She has worked at the University of Hertfordshire since 1993, teaching undergraduate and postgraduate students in education, and is currently Professor of Educational Practice. In this role she works with members of staff who are engaged in professional development activities. Joy has been involved in a range of local and national initiatives, and in 2013 was awarded a National Teaching Fellowship.

Joy has had a particular interest in partnerships since first working with a range of different professionals within health, social work and education. She also worked for 20 years building partnerships with teachers and schools, to ensure effective placement based learning on the programme she led for teachers of deaf children and young people.

More recently Joy has led research projects creating, enhancing and evaluating partnership working between staff and students across the University of Hertfordshire. Some of these projects have been funded by the Higher Education Academy. She is particularly interested in exploring leadership in these contexts, and how to create learning relationships that build partnership. In her talk Joy will discuss some of the findings from this research and would be interested in hearing about conference participants' perceptions of what enhances and inhibits partnership.

### Presentation







## What seems to be important?

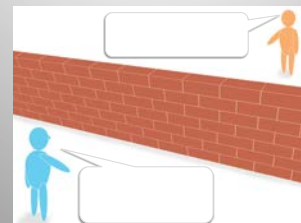
Shared perceptions – of purpose, process, goal, roles

Communication – language, time, approach, planning

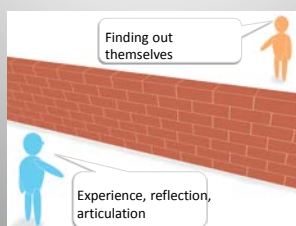
Professional relationships and leadership



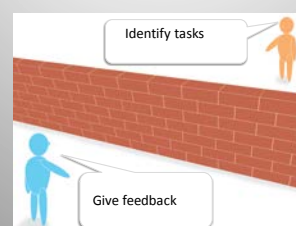
## What are the barriers?



## Different perceptions of the process



## Different role perceptions





## How can we build partnership?



## Identifying our Assumptions

**'In many ways we are our assumptions.  
Assumptions give meaning and purpose to who  
we are and what we do.'**  
(Brookfield, 1995:2)



## Seeing other perspectives



## Ongoing Evaluation

**'Constant evaluation of the collaborative  
efforts helps inform those involved so that  
adjustments can be made'** (Eddy, 2010:89)



## Taking an Inquiry Approach



## Appreciative Inquiry



## Developing case studies

case study 1  
photography  
breakfast club

case study 2  
partnership in  
Philosophy of  
Education

case study 3  
feedback for learning  
(assessment)

case study 4  
student fellows

case study 5  
reading in Law

case study 6  
student involvement  
in HEA Fellowship  
panels



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## KEYNOTE

### Karl Hobley

Emergent findings from the **“Evaluating the impact of UK higher education providers' employability measures”** project.

The Quality Assurance Agency for Higher Education (QAA), working with the Association of Graduate Recruiters (AGR), recently commissioned the University of Warwick's Institute for Employment Research (IER) to carry out an evaluation of the measures and activities which are offered to students to facilitate and enhance graduate employability. The evaluation focussed on both the perceived and evidenced impact of such activities on graduates' ability and success in securing graduate employment. The study included a survey of HE institutions to ascertain the type of assistance they provide to their students, and a statistical analysis of existing data sets – all built on the views of key stakeholders about what works best in connecting students and graduates with the labour market. These findings will be used to contribute to the debate of policy and practice in the sector, and to particularly support QAA's work on employability and employer engagement. QAA are keen to help develop and strengthen the contribution of employers to the academic quality and standards of UK Higher Education whilst ensuring that employer needs are actively considered in the development of relevant QAA processes. With the outputs of the evaluation soon to be launched, this presentation is an opportunity to get a first glimpse at the emergent findings.

**Karl Hobley** is Acting Senior Stakeholder Engagement Coordinator in QAA's Public Engagement Group, having joined the agency in 2013. The Engagement Team at QAA are responsible for engaging and working with the agencies key stakeholders, partners and members, including students, employers, professional, statutory and regulatory bodies (PSRBs) and HE providers. Karl is currently leading on QAA's work in employer engagement. He has previously worked as a Student Engagement Coordinator at QAA, working with a wide variety of HE providers. Prior to joining QAA in 2013 Karl previously served for a year as President of Reading University Students' Union and as an elected trustee of the National Union of Students for 2 years. He has also previously worked in retail banking for over 5 years.

### Presentation



## Graduate employability

Karl Hobley Senior Engagement Coordinator, QAA  
Terence Hogarth Research Lead, IER University of Warwick

ASET Annual Conference  
10 Sept 2015

We are the Quality Assurance Agency for Higher Education (QAA): the independent body entrusted with monitoring, and advising on, standards and quality in UK higher education.



- There are three million students studying in UK higher education. Our job is to make sure that their learning experiences are up to the mark.
- Students and their families invest heavily in their future through time and money so they need to have confidence in the decisions they make.
- QAA acts in the public interest for the benefit of students and supports higher education providers in providing the best possible student learning experience.



Our mission is to safeguard standards and improve the quality of UK higher education wherever it is delivered around the world.



## Employability

- Commissioned research - Institute for Employment Research (IER), University of Warwick and IFF Research
- Subject benchmark statements
- Enterprise and entrepreneurship
- Work-based learning
- Recognising extra-curricular achievement
- Talking about quality – opinions



## Employer engagement

Guidance for employers, HE providers and students

- **Higher Education that Works: Involving Employers in Quality Assurance**  
explains how employer engagement can help higher education adapt to emerging economic, social and environmental needs
- **Employer Engagement: Emerging Practice from QAA Reviews**  
provides an overview of emerging practice in relation to engagement that takes place between HE providers and employers
- **Recognising achievement beyond the curriculum (Dec 2013)**  
A toolkit for enhancing strategy and practice for HE providers



## Recognising achievement beyond the curriculum

A toolkit for enhancing strategy and practice



## Commissioned research (IER and IFF)

- Many HE courses are not vocationally-orientated
- Research by King's College (Nov 13) showed that value for students is strongly linked to how employable they are and how likely to get a job
- Universities and colleges assist students to acquire and demonstrate the range of skills and attributes employers want





## Research questions

- What provision/services do universities and colleges make available?
- How does it vary?
- What is its impact or effectiveness?
  - HE view
  - Student view
  - Employer view



## Approach

- Large-scale survey of HE providers
  - 152 responses inc
  - 83 universities
  - 52 FE colleges
  - 17 specialist and/or alternative providers
- Interviews with:
  - 16 HE providers
  - 31 employers or representatives
  - 31 students
  - 10 HE support organisations
- Econometric analysis



Employer size			
<250	>250	tbc	TOTAL
18	10	1	28

Sector	Count
Accounting/financial	3
Travel	1
Recruitment	1
Publishing	1
Marketing/PR	1
Manufacturing/engineering/distribution	9
Legal	4
Healthcare	1
Fishery	1
Electrical maintenance/installation	1
Energy supplier	1
Education	1
Construction/civil engineering	1
Clinical research	1
TOTAL	27



Type of service provided	Details of provision
Information services	Providing information on identifying skills employers want
	Providing information on sources of job vacancies
	Providing information on developing networks
Application assistance	Providing information on researching jobs / sectors
	Providing assistance with CV writing / developing your CV
	Providing assistance with application form completion
Skills development	Providing assistance through mock interviews
	Help with assessment centres
	Skills development in communication / making presentations
	Skills development in leadership
	Skills development in IT / numeracy
	Skills development in entrepreneurship
Gaining experience	Skills development in developing self-awareness and reflection
	Skills development in setting up on a self-employed basis
	Skills development in team working skills
	Providing opportunity or support for graduate internships
	Providing opportunity or support for student internships
Recording achievement	Providing opportunity or support for summer programmes
	Providing opportunity or support for work experience
	Providing opportunity or support to engage in social enterprise / volunteering
Postgraduates	Providing Employment Awards
	Providing HEAR
	Providing e-portfolios
	Special programmes for postgraduate students

## Type of employability support offered

Service	Universities (n=83)	FECs (n=52)	Alternatives (n=17)	All
Information	100%	88%	84%	94%
Application assistance	97%	81%	65%	88%
Skills development	83%	81%	83%	82%
Gaining experience	93%	60%	47%	77%
Recording achievement	47%	25%	16%	36%
PG support	41%	2%	6%	24%



Provisional, unpublished

## Impact of employability support offered

Service	Universities (n=83)	FECs (n=52)	Alternatives (n=17)	All
Information	4.0	3.9	4.2	3.9
Application assistance	4.2	3.8	4.3	4.1
Skills development	3.8	4.0	4.1	3.9
Gaining experience	4.0	3.7	4.2	3.9
Recording achievement	3.3	3.5	n/a	3.4



Provisional, unpublished

## Emerging findings

- Only around 50% of students believe they are actively benefiting from employability measures
- Reasons cited include:
  - A difficulty in persuading students to take up opportunities early enough
  - Too great an emphasis on traditional graduate recruiters with SME and self employment less well understood
  - Mode of delivery. One to one, quick enquiry's and lack of post graduation support
  - Resistance from some academics to addressing employability as part of their work



## Emerging findings

- Still much scope for employer involvement in:
  - Curriculum design
  - Providing a wider range of placement opportunities
- Improvement needed in how students work related experience is recorded and crucially communicated to employers
  - HEAR and individual employability awards themselves not widely used or understood by employers

BUT

  - There is value in such awards in helping students articulate and record achievements



### Emerging findings

- Most employers are not having trouble filling their vacancies, about 5% of posts unfilled
  - Employers wanted soft or 'generic skills' across the board
  - An emphasis on the basics from graduates was needed such as company research & proof reading applications
- Students are more responsive to information delivered directly by employers
  - Some students see employability as in competition with their studies, not as an integral part of the experience



## Recommendations



### Emerging recommendations

Higher education providers could:

- Ensure effective and relevant careers advice is in place throughout each student's programme; encourage early take-up; and identify those who are unengaged.
- Develop greater consensus about core and discipline-specific skills, and deliver careers education at departmental level.
- Improve the range of career-focused workshops and talks provided, working with employers and alumni to provide suitable role models.



### Emerging recommendations

Higher education providers:

- Identify what employers need, encourage students to obtain relevant experience through placements, and help them to prepare for competency tests.
- Make students aware of the opportunities available within small and medium-sized enterprises and the third sector, and how to become self-employed.
- Provide employability services related to the specific needs of postgraduate students.



### Emerging recommendations

Employers:

- Communicate what they need, want and expect of graduates, and be willing to contribute to employment-related learning, for example by offering placements.
- Consider how their selection procedures enable applicants from diverse routes into higher education to be successful.



### Emerging recommendations

Students:

- Research chosen industry/career to understand ethos and identify key characteristics.
- Inform themselves about what opportunities and support are available, and take advantage of these from the outset.
- Record any career-relevant experience that they obtain in the appropriate format.
- Set high expectations in drafting CVs and job applications, avoiding careless mistakes and ensuring they are well prepared.



### Emerging recommendations

- Scope for streamlining of activity regarding recognition of extra-curricular activity
  - Employability awards and HEAR
- Greater support for self-employment
- Greater consensus still needed on what employability skills are



### Emerging recommendations


- Engage students early
  - Embedding within curriculum is preferred
- Emphasis on 'the basics'
  - Completing application forms
- Work experience is almost essential




## Questions



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## **All Together - University Placement Management System: Improving MI through the use of online assessments and visits**

**James Waring and Richard Pitts**

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[richard.pitts@nicholasassociates.co.uk](mailto:richard.pitts@nicholasassociates.co.uk)

### **Abstract**

#### Aims and objectives

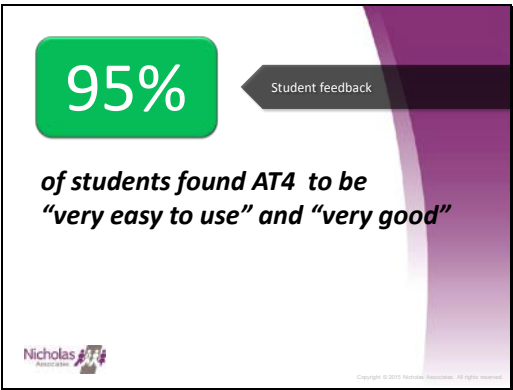
We have been designing and delivering efficient and effective placement management solutions for over 15 years. Over the past 12 months we have worked in partnership with Sheffield Hallam University and the University of Portsmouth to successfully convert their paper-based placement student monitoring and assessment processes into slick, online solutions, complete with tracking and reporting. In this session we aim to show how our “All Together” online forms feature has been extremely effective in improving visits, audits, student monitoring, assessments and feedback. We will also show how the “All Together” system can be used to streamline and facilitate these processes, and produce quality Management Information (MI) that can be used to aid Ofsted inspections.

- We will demonstrate the “All Together” online forms feature and how it is used for student monitoring visits and Ofsted-graded assessments
- We will show how the “All Together” system can be used to streamline and track these of processes
- We will show how the captured data can be easily used/interrogated for quality reporting, and how this has helped Sheffield Hallam University gain very positive feedback from Ofsted

#### Issues to be addressed

- Understanding the benefits of converting and centralising traditionally paper-based processes
- Understanding how such effective data capture can indirectly improve placements outcomes.





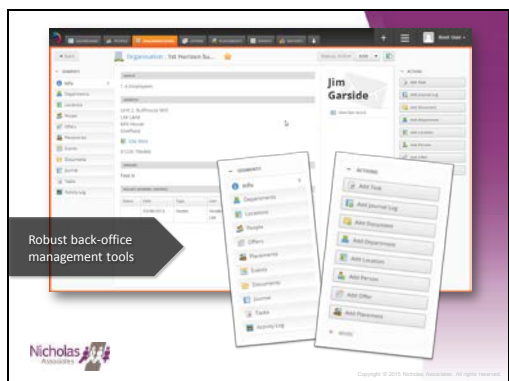
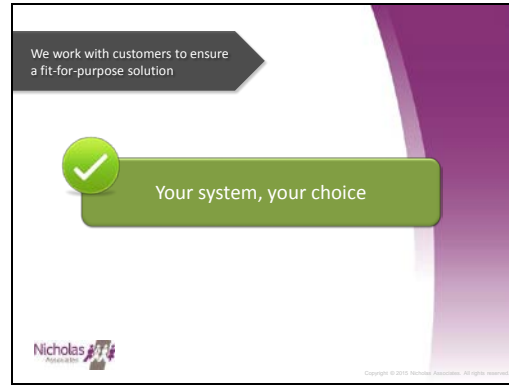
Why?



Nicholas Associates

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**Sheffield Hallam University**

*"Assessments" case study*

Nicholas Associates

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**What did we want to achieve?**

- Complete end-to-end placement solution
- Centralised data
- Measurable student engagement
- Team/individual caseload management
- Reliable MI
- Increased stakeholder satisfaction

Nicholas Associates

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Years of experience in utilising technology



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Years of experience in utilising technology



**396,414**  
Employer Visits

Nicholas Associates

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Years of experience in utilising technology




**>60%**  
Productivity Gains

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**Assessments – The Old Way**

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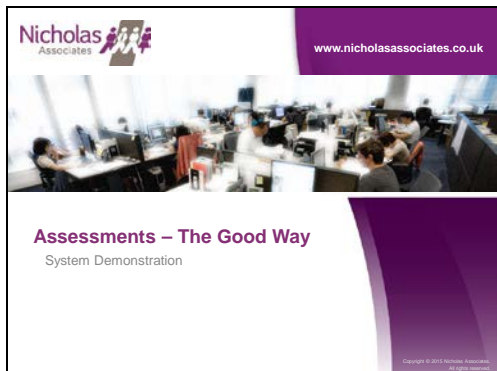


### Issues

- Unreliable
- Drawn out
- Time consuming
- Admin intensive
- Inefficient



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### Assessments – The Good Way

System Demonstration

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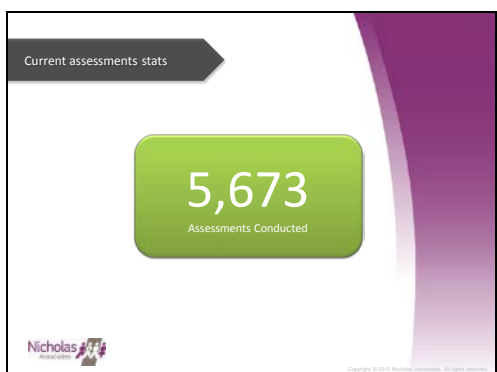
## Outcomes and stats



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**17<sup>th</sup> November 2014**  
**Head of Department for Education**  
**Sheffield Hallam University**

*"At this stage last year there would have been NO CHANCE of me being able to send this email"*

*"We are making great progress on our assessments..."*

*"Out of 193 in core there are still 75 due, and out of 160 in SD there are still 24 due..."*

*"So out of a total of 353 assessments there are only 99 remaining... excellent work"*

*"We are already seeing the benefits of the implementation of All Together"*



Completion rate far higher than ever before

**Done**

**Ofsted**

*The quality of leadership and management of the ITE partnership*

**Nicholas**







## International Placements at Aston University: Sourcing International Opportunities

**Emma Mason**

Careers and Placements, Aston University,  
Aston Triangle, Birmingham B4 7ET  
[e.mason@aston.ac.uk](mailto:e.mason@aston.ac.uk)  
Tel: 0121 204 3818

### Abstract:

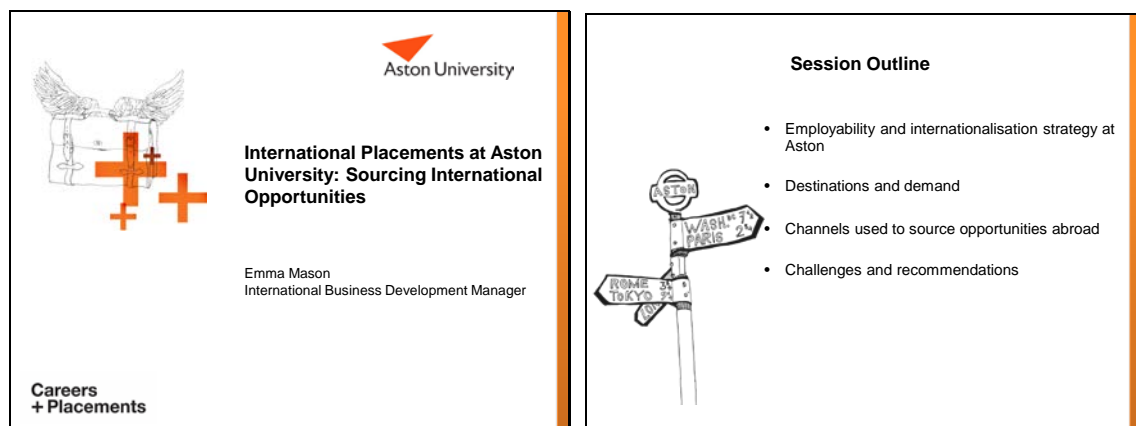
Aston University aims to place 35% of undergraduates on work or study placements abroad by 2020 and generating new opportunities to meet the demand is one of the key areas of focus for Aston's International Placements Team.

This workshop aims to provide an overview of how international placements feature within the employability strategy at Aston and will identify potential methods for sourcing opportunities abroad.

The following topics will be addressed in detail:

1. International strategy at Aston with a specific focus on global employability
2. Locations of placements: student preferences vs. demand from employers
3. Advantages of managing international placements in a centralised team
4. Channels used to source international opportunities
5. Quality vs. quantity
6. Challenges and recommendations

### Presentation

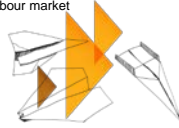


### Our Mission: Creating Global Graduates

- Employability is embedded in our top-down internationalisation strategy

#### "Employable Graduates, Exploitable Research"

- Core mission:
  - ✓ Improved graduate prospects
  - ✓ Encouraging social mobility
  - ✓ Developing innovative graduates with an international outlook
  - ✓ Providing students with a fun, transformative experience
  - ✓ Ensuring graduates are attractive to employers
  - ✓ Differentiating graduates in a competitive labour market

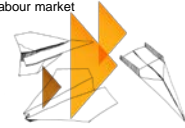


### Our Mission: Creating Global Graduates

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  - ✓ Differentiating graduates in a competitive labour market



### Careers + Placements

#### Careers+Placements strategic objectives: Aston 2020

- Graduates in positive destinations
- 100% placements for undergraduates
- **35% of those will be abroad (study or work)**
- Student experience
- Student achievement

#### Key collaborations:

- International committees and networks
- Academic forums
- Languages for All
- University events, i.e. One World Week, Fresher's Week
- Open Days
- Student societies, e.g. Erasmus and Exchange, Chinese Student Society



### International Placements: Current Activity

#### Top locations:

- USA\*
- Germany
- Spain
- Australia\*
- France
- United Arab Emirates\*
- Canada\*
- China/Hong Kong\*
- Chile
- Switzerland



**Ca. 300 students abroad every year**

**65% of students on an English-speaking placement**

**25% of total placed currently abroad**

**Study/Work/Volunteer or a combination!**



### Locations & Placement Types

<b>USA</b> Marketing Assistant Business Analyst Intern Chemical Engineer Intern	<b>SWITZERLAND</b> Audit Intern Marketing and Communication Intern	<b>GERMANY</b> Human Resources Intern Translation Management Intern HR Professional Education Intern	<b>NETHERLANDS</b> IT Intern HR Intern Finance Intern
<b>BRAZIL</b> Biomedical Assistant	<b>SAUDI ARABIA</b> IT Project Assistant Electrical Engineer	<b>BELGIUM</b> Project Assistant Resource Analyst Placement	<b>JAPAN</b> English Teaching Assistant
<b>CHILE</b> Event and Communication Tax and Assurance	<b>SPAIN</b> Chemical Engineer Business Development Trainee Purchasing & Stock Control Agent Conversation Assistant	<b>FRANCE</b> Language Assistant Communication Assistant Finance Assistant Marketing Assistant	<b>AUSTRALIA</b> Psychology Research Assistant

### Resources: International Placements Team



Dedicated centralised team serving four schools: Aston Business School, Engineering and Applied Sciences, Life and Health Sciences and Languages and Social Sciences

#### Key responsibilities

- Coordinating study abroad
- Managing Erasmus & Santander funding
- Advising ca. 700 second year students on placement options abroad
- Supporting ca. 300 students on placement abroad
- Sourcing internships and employer relationship management (**dedicated Business Development Manager**)
- Over **1000** work and study opportunities advertised to students in 14/15

### Quality vs. Quantity

- Vacancies advertised on a central job board
- Employers can post independently
- Important to vet the vacancies and ask questions if unsure
- Create a 'blacklist' if necessary and share experience
- Monitor student experience if advertising for the first time



### Sourcing International Placements: Channels

#### ➢ External Channels

- Repeat business
- UK business contacts – branches abroad
- Online job boards
- Erasmus network
- National programmes

#### ➢ Internal Channels

- Alumni contacts
- Academic contacts
- Opportunities found by students in previous years

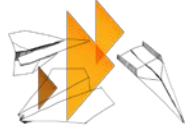
#### ➢ Agents or 3<sup>rd</sup> parties

- USA (visas)
- Placement agencies in China
- Chamber of Commerce programmes



### Channels: Repeat Business

- 60% of employers have previously advertised with Aston
- Mature relationships
- Continually work on building these relationships
- Account management approach
- Phone contact and visits where possible



### Channels: UK Business Contacts

- Explore branches and contacts abroad
- Meet and network with employers on campus
- Meet key Account Managers around University i.e. joint international research projects
- Particularly relevant when travelling abroad, i.e. to conferences, student visits, etc.



### Channels: Online Job Boards, Erasmus and National Initiatives

- **Online job boards**
  - Search them regularly
  - Register to receive alerts
  - Recommend them to students
  - It helps to speak languages for some of them
- **Erasmus network**
  - Explore collaborations with university partners
  - [www.erasmusintern.org](http://www.erasmusintern.org)
- **National initiatives**
  - Sign up to receive Study Work Create alerts (British Council). Short and long-term opportunities available
  - Generation UK
  - IAESTE (info available through British Council website)
  - Go International website (International Unit website)
  - ThirdYearAbroad



### 3<sup>rd</sup> Party Channels

- Used occasionally in 'challenging' areas
- USA (J1 Visas)
- China
- Singapore
- Chambers of Commerce



#### WARNING!

- Research reputation of agency
- Fees charged to students
- Monitor employer postings
- Read small print and disclaimers
- Consult colleagues if unsure

### Internal Channels

- **Alumni contacts**
  - Make the Alumni Office your best friends!
  - Have access to country lists
  - Try to visit some alumni contacts when you travel abroad
- **Academic contacts**
  - Network internally
  - Ask for help at meetings
  - International research initiatives
- **Placements found by students**
  - Contact student for feedback
  - If positive, follow up with employer



### Challenges

- Making sure students apply for opportunities sourced
- Managing employer expectations
- Last minute drop-outs
- Engaging employers abroad can take more time and effort
- Varying durations and timescales per country

### Lessons learned

- Promote via multiple channels (incl. Facebook and shout-outs). Being in a centralised team helps!
- Be transparent from the onset – know your cohorts!
- Asking students why and offering practical advice (reemphasise the benefits). Offering the employer a solution
- Be prepared to go the extra mile!
- Flexibility helps; some students will need help in finding another placement to build up their placement weeks

### Final Thoughts...

- **Team structure and dedicated resource – languages**
- **Don't be afraid to share employer contacts** if you are not a centralised placements team!
- Network with colleagues and academics, **always ask the question!**
  - One World Week
  - Societies
  - Language Departments
  - International Office
- **Persevere** – business development is a long-term game!
- **SMEs** are equally good placement providers



GRACIAS THANK YOU

Danke Tack

Merci Obrigado Grazie Domo  
arigato Dziękuję

Careers  
+ Placements

## Research Tips and Experience

**Debbie Scott**

Centre for Work Related Studies,  
University of Chester, Parkgate Road, Chester, CH1 4BJ  
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### Abstract

As a work based learning lecturer in the first year of my EdD, I have had to start thinking quite critically about my research skills, and have realised that this is a topic where there is always more to learn. I'm finding it exciting to be challenged in fresh ways about my approaches, assumptions and values in relation to research and think that colleagues might have similar interests.

My first research project focused on the experiences of workers who are dyslexic. Many of the students I work with are part-time, distant learners, in full employment, and studying a work-related programme. Some are dyslexic. I felt that a greater awareness of their experiences in work and elsewhere might help me develop my approach and strategies when working with them as their lecturer. I interviewed three students who have dyslexia about their work and everyday life experiences.

This prompted questions and ideas for approaching. For example, it was great to find the reading records I recommend to my students can be useful, but I'm still perplexed by the challenge of writing clearly and concisely. I've little experience of using software in research, but am looking forward to giving it a try. I expect to carry on asking these questions and gaining ideas for the rest of my life.

After getting things going by sharing some of my experiences and things I've found useful so far, I'd like us to use this session to share our research experiences, questions and tips. Who knows, the discussion could lead us to create a collection of tips to share with the rest of the conference!

### Presentation

<p>Something to share – experiences, challenges, strategies, questions in work based and work related research</p> <p>Debbie Scott Centre for Work Related Studies, University of Chester</p>	<p>Experiences, challenges, strategies, questions, tips, insights and learning</p> <ul style="list-style-type: none"> <li>• Diverse professional experiences and situations (tutor, research supervisor for work based and work related learning; doctoral student; specialist tutor for students with specific learning difficulties; study skills advisor)</li> <li>• Accessibility vs. bias</li> <li>• Recording and transcribing</li> <li>• Diverse approaches to interviews vs. too much flexibility?</li> <li>• 'Traditional' study skills useful (e.g adapted reading records; chunk and chip)</li> <li>• Disability in the workplace cf. disability in academic study</li> <li>• How do I / should I develop use of more remote data collection methods?</li> </ul>
---	---

### What challenges face you as a work based researcher? Some people identify:

- Insider research – identity, role, bias, access
- Gaining a well-informed perspective
- Keeping focused – but using the unexpected
- Sharing knowledge and insights – even if likely to be unpopular
- Trusting one's interpretation
- Dealing with the vast array of diverse information available
- Formulating a workable/ relevant topic area
- Appropriate theoretical underpinning

### Questions: what uncertainties are there?

- How do you gain opportunities to carry out critical insider research?
- How do you use software to handle qualitative data?
- How do you get your research published?
- What resources (books, websites, organisations) support stages of the research process?
- How do you capture verbal data (interviews, focus groups, discussions, etc)?
- How do you minimise bias?

### Tips and resources? Suggestions from work based researchers

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Strategic analysis of the company</li> <li>• Planning</li> <li>• Diverse reading</li> <li>• Analysis of journals – methods, theoretical and practice domains, style (Best paper awards and nominations indicate styles and topic preferences)</li> <li>• Look out for grants and bursaries (external/ internal)</li> <li>• Meditation and review</li> <li>• Work on a topic of strong interest (or find a way of developing it early on to keep you motivated)</li> </ul> | <p>Some resource ideas:</p> <p>Higher Education Academy (Employability toolkit)</p> <p>Society for Research into Higher Education (Employability strand)</p> <p>Relevant academic and professional bodies (e.g. British Academy of Management)</p> <p>Bazelet, P. &amp; Jackson, K. (2013). <i>Qualitative data analysis with NVivo</i> (2<sup>nd</sup> ed). London, UK: Sage.</p> <p>Costley, C., Elliot, G., &amp; Gibbs, P. (2010). <i>Doing work based research</i>. London, UK: Sage.</p> <p><i>Higher Education, Skills and Work - Based Learning</i> (journal)</p> |
|--|---|

## Experiential education – Two complimentary models used in a University in Canada

**Diana Young**


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### Abstract

This “discussion” will overview two models of experiential education offered to all students in the faculties of Arts and Science, Business, Fine Arts and Public Health. The first program model – Applied Studies, provides students an opportunity to gain course equivalent credit for volunteering 130 hours during a semester and the submission of an academic paper based on the practical experience and drawing upon relevant academic theory. This model encourages community engagement often in non-profit and NGO’s. The other program model is a nationally accredited co-operative education program directed at major companies and government across Canada and internationally. This is completed in addition to the regular four year degree and is full time paid career related work for four to twelve months to attain a “Co-operative Education Degree”. This more traditional model requires an outcomes and reflective based approach on the part of the student.

A short comparison of the two programs will be given in addition to illustrating how each program complements the other and can benefit students at differing times during their degree toward clear career and academic goals. It will also discuss the types of employers/ community who are attracted to these programs, how faculty are engaged in the process and the benefits to internal/external stakeholders. This may be useful for practitioners looking to explore alternative ways of offering experiential education programs to a changing demography of students, the different partnerships developed by these programs and a comparative look at an experiential program in North America.

### Presentation

 <p><b>Diana R Young</b></p> <p><b>Experiential Education – Two Complementary Models</b></p>	<h3>Two Complementary Models</h3> <p><b>Student Engagement – Pathways, Goals, Experiential Learning &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>• Career Related</li> <li>• Academically Related</li> <li>• 3 Way Process</li> </ul> <table border="0"> <tr> <td> <b>Applied Studies</b> <ul style="list-style-type: none"> <li>• Vol or paid PT 130 hrs/course</li> <li>• Letter graded course credit (1-6 of 40)</li> <li>• Student-initiated</li> <li>• Coordinator, Faculty Supervisor &amp; Employer</li> <li>• Theory to practice academic project</li> <li>• Skill building &amp; personal development</li> <li>• Community engagement</li> </ul> </td> <td> <b>Co-op</b> <ul style="list-style-type: none"> <li>• Paid FT 130 4/8/12/16-months</li> <li>• Credit extra to degree (1-6, 3 = Designation)</li> <li>• Student applies to program before placements</li> <li>• Career &amp; work preparation</li> <li>• Coordinator – Supervisor</li> <li>• Reflective &amp; outcomes evaluation</li> <li>• FT student while on WT</li> <li>• National Accreditation &amp; Standards</li> </ul> </td> </tr> </table>	<b>Applied Studies</b> <ul style="list-style-type: none"> <li>• Vol or paid PT 130 hrs/course</li> <li>• Letter graded course credit (1-6 of 40)</li> <li>• Student-initiated</li> <li>• Coordinator, Faculty Supervisor &amp; Employer</li> <li>• Theory to practice academic project</li> <li>• Skill building &amp; personal development</li> <li>• Community engagement</li> </ul>	<b>Co-op</b> <ul style="list-style-type: none"> <li>• Paid FT 130 4/8/12/16-months</li> <li>• Credit extra to degree (1-6, 3 = Designation)</li> <li>• Student applies to program before placements</li> <li>• Career &amp; work preparation</li> <li>• Coordinator – Supervisor</li> <li>• Reflective &amp; outcomes evaluation</li> <li>• FT student while on WT</li> <li>• National Accreditation &amp; Standards</li> </ul>
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### Institutional & Government Assistance

#### Students

- Student government programs
  - Canada Summer Jobs
  - Agriculture Processing (AB)
  - FSWEP
  - Co-op
  - NSERC
  - Chinook (AB)
- Students recognized as full-time for University, loan & tax purposes

#### Employers

- Tax credits for co-op (provincial)
- Use of government programs

### Types of Employers

Recognizing their role in the learning process:

Applied Studies	Co-op
• NGOs and Not-for-Profit	• Government
• Samaritans	• Nova Chemicals
• HIV Connection	• IBM
• Galt Museum	• Shell Canada
• Birds of Prey Centre	• EA Games
• Lethbridge Library	• Parks Canada
• Boys & Girls Club	• Teck Coal
• Alberta Summer Games	• Maxxam Analytics
	• Mayan Univ. Cancun

Many employers & the University hire both Applied Studies and Co-op students.


### Benefits

Students – Employers – Community – Practitioners

- Applied Study to Co-op, complementary?
- Community engagement & social responsibility
- Students → engagement & opportunities
- Employers → Applied → Co-op

### International Perspective

- UK students to Canada
- How employers hire
- Timing of Co-op/Internships
- Resume/Cover letters
- Interviews
- Workplace expectations
- Workplace requirements



University of Lethbridge

### Questions?

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## Swansea University's Employability Academy linking Academic Colleges, Professional Services and Students

**Jon Howden-Evans**

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01792 602197

[j.p.howden-evans@swansea.ac.uk](mailto:j.p.howden-evans@swansea.ac.uk)

### Abstract

Swansea University has been through a process of reviewing how it provides credit and non-credit bearing placement opportunities. At the heart of the placement relationship is a key document, which staff from across the University's Colleges, Academic Registry and Swansea Employability Academy ('SEA') have developed and continue to refine to ensure the needs of all the parties are met.

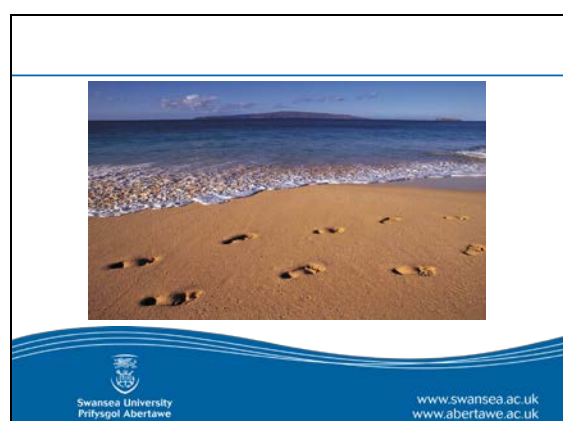
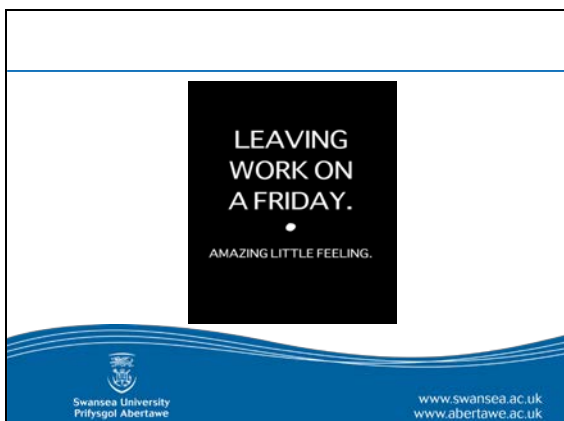
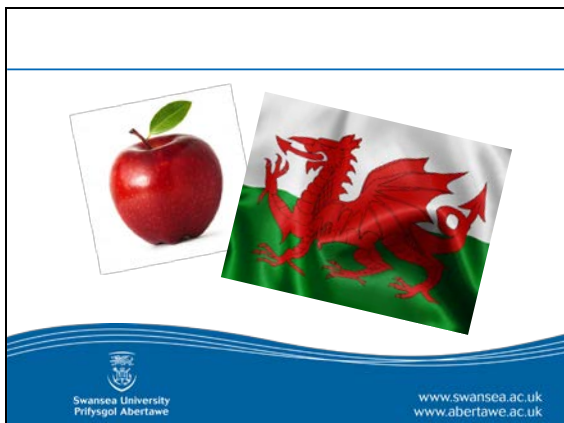
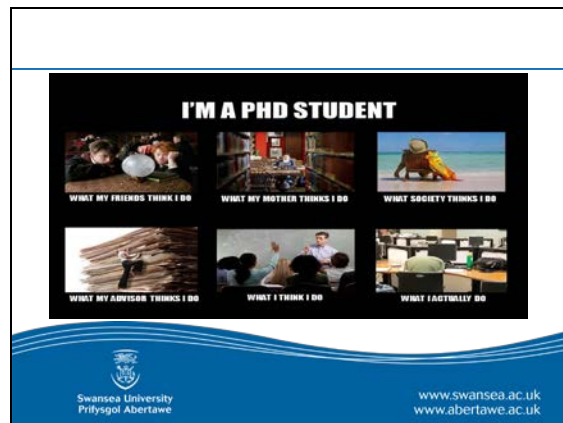
This workshop will explore how the University structured this Academy as vehicle to ensure 'employability' became effectively embedded across the institution and in particular how it assisted overcoming the challenges faced by the University in (1) developing a placement agreement; and (2) creating the opportunities for a wider range of placements.

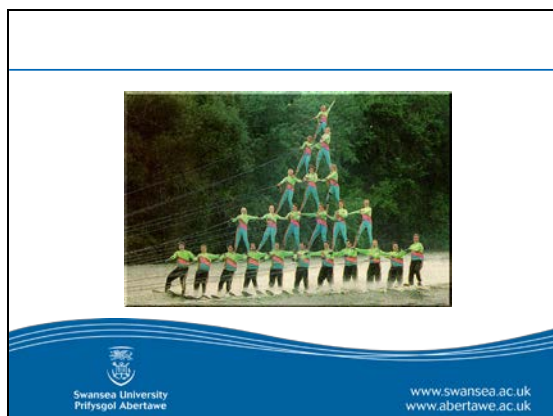
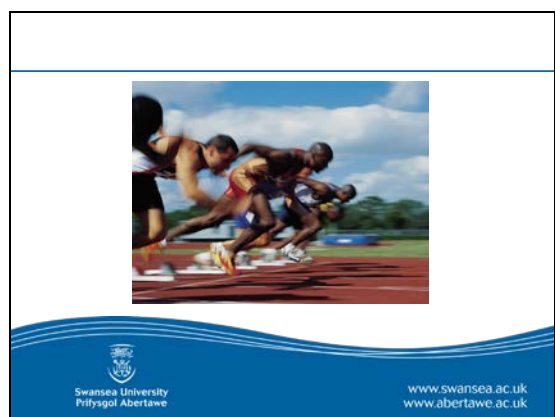
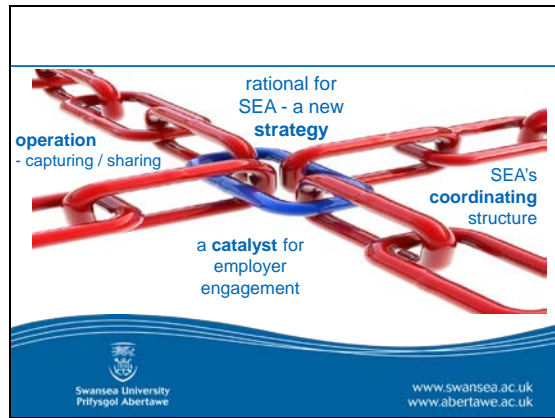
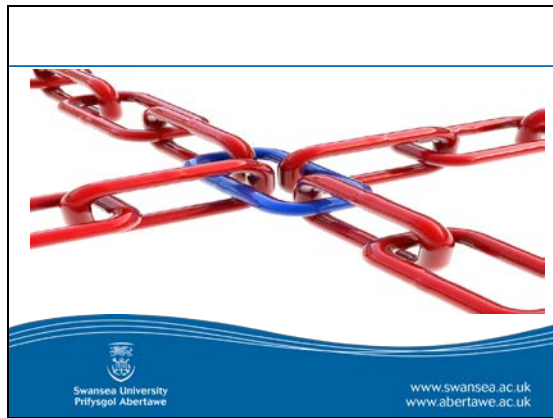
This workshop aims to explore the rationale for the SEA structure, the coordinating role it provides in capturing and sharing developments (particularly around placements) and how it provided a catalyst to promote the understanding and marketing of placements through internal WoW's (Week of Work) and SPIN's (Swansea Paid Internship Network).

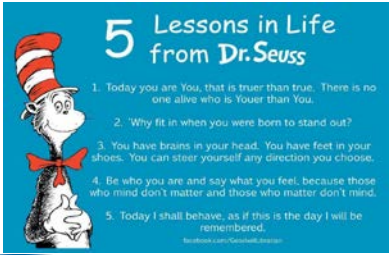
The Workshop will allow discussion of the issues surrounding what we mean by a placement, how champions in academic roles and professional services can become advocates for creating placement opportunities and how the student voice can lead to an effective model of delivery. It will also discuss the issues we experienced in employer engagement.

### Presentation









**5 Lessons in Life from Dr. Seuss**

1. Today you are You, that is truer than true. There is no one alive who is Youer than You.
2. 'Why fit in when you were born to stand out?'
3. You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.
4. Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.
5. Today I shall behave, as if this is the day I will be remembered.

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Employability at the heart of the degree...



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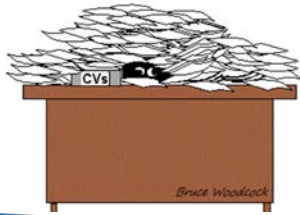
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Employability at the heart of the experience...

# pre-season

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MY CAREER JOURNEY



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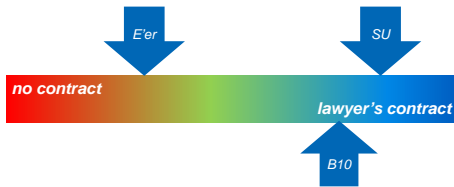


PRE-MARITAL AGREEMENT

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Where we were...



no contract

lawyer's contract

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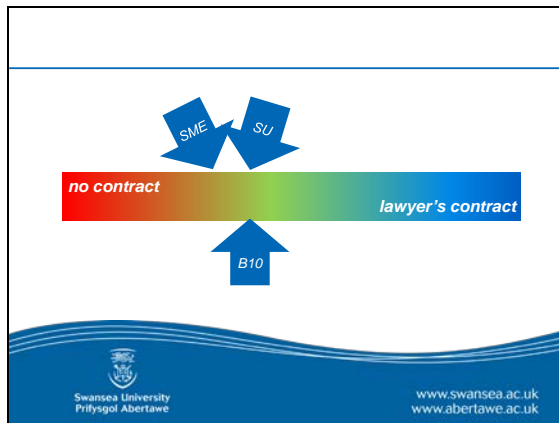
Less of a contract, more behind the scenes...



Preparation

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## Using student reflective videos to promote placement participation

**Robert Stott**

Glasgow Caledonian University

Tel. 0141 331 3146

[R.Stott@gcu.ac.uk](mailto:R.Stott@gcu.ac.uk)

### Abstract

This workshop will discuss the design of preparation for professional placement and the subsequent placement modules for a professionally accredited undergraduate programme in the department of Construction and Surveying at Glasgow Caledonian University. It will highlight how the importance of student reflection has increased over recent years and helped to inform the design and delivery of pre-placement preparation and the running of the placement modules.

The professional placement modules were designed to allow students from the programme to participate in relevant professional work while also recording experience to satisfy professional body requirements and reach the half-way point towards final professional qualification and chartered status.

The workshop will discuss how the various assessments have been designed and refined over recent years to encourage both individual reflection and reflections across the peer group. Many have been designed to replicate the requirements of the professional body for final qualification, thus aiding the transition of students into subsequent graduate employment and preparation for final professional assessment.







The design of the preparation for placement module has taken account of the need to manage the student transition to placement overall and the transition to recording of experience for the professional body. This is done through a variety of taught classes and workshops and has increasingly involved the use of alumni and existing placement students, in addition to professional body representatives, to provide their own reflections and advice. This has assisted the students with placement selection and aided the transition process and had taken the form of guest lectures and evening networking events.

The workshop will highlight how most recently the individual reflective presentations given by students towards the end of their placement year have been developed into on-line videos as a means of increasing the understanding of placement among subsequent students and assisting with placement selection. The practical arrangements for recording the videos and sharing them with the



Careers Service will also be discussed. A developing library of reflective videos should help the transition of students into placement.

## Presentation

<p>ASET Annual Conference 2015 Positive Placement Partnerships 8-10 September 2015, University of Exeter</p> <p>Using Student Reflective Videos to Promote Placement Participation</p> <p>Robert Stott, Glasgow Caledonian University <a href="mailto:R.Stott@gcu.ac.uk">R.Stott@gcu.ac.uk</a></p> 	<p>Aims of the workshop</p> <ul style="list-style-type: none"> <li>• To understand the background to professional placement on the BSc (Hons) Property Management and Valuation programme at Glasgow Caledonian University</li> <li>• To consider the design of assessments to encourage student reflection on placement</li> <li>• To consider how the reflection on placement and 'feedforward' is used to prepare students for placement</li> <li>• To consider the development of video presentations and their future use</li> </ul> 
<p>BSc (Hons) Property Management and Valuation</p> <ul style="list-style-type: none"> <li>• Programme contained within Department of Construction and Surveying in School of Engineering and Built Environment</li> <li>• Professionally accredited under a Royal Institution of Chartered Surveyors (RICS) University Partnership agreement</li> <li>• Four year programme containing 12 month placement during level 3</li> </ul> 	<p>PMV Professional Placement</p> <ul style="list-style-type: none"> <li>• Covered by 2 university modules (each 60 credits) <ul style="list-style-type: none"> <li>– PMV Professional Practice 1 (Trimester A)</li> <li>– PMV Professional Practice 2 (Trimester B)</li> </ul> </li> <li>• Students encouraged to register for RICS Assessment of Professional Competence (APC) <ul style="list-style-type: none"> <li>– Max. 12 months diarised experience of min. 24 months can be obtained pre-graduation</li> <li>– <a href="http://www.rics.org/uk/apc/">http://www.rics.org/uk/apc/</a></li> </ul> </li> </ul> 
<p>Typical placement positions</p> <ul style="list-style-type: none"> <li>• Range of private and public sector organisations</li> <li>• International property consultancies <ul style="list-style-type: none"> <li>– CBRE, Cushman &amp; Wakefield, DTZ, JLL, Savills</li> </ul> </li> <li>• National property consultancies <ul style="list-style-type: none"> <li>– GVA, Graham &amp; Sibbald, Lambert Smith Hampton, Ryden, Workman, Countrywide Surveyors</li> </ul> </li> <li>• Small private surveying practices</li> <li>• Public sector <ul style="list-style-type: none"> <li>– Local authorities, Network Rail, British Waterways</li> </ul> </li> </ul> 	<p>Placement student 2009-10 - DTZ, Glasgow</p>  

Placement student 2009-10 - Glasgow Assessors



### PMV Preparation for Placement

- Level 2 year-long 10 credit module
- On successful completion of this module, students should be able to:
  - Prepare a CV and covering letter for a variety of circumstances;
  - Identify relevant areas of placement and graduate employment and devise a strategy for application;
  - Reflect upon experiences of existing and recent PMV placement students;
  - Understand the requirements of the RICS Assessment of Professional Competence (APC)
  - <http://www.rics.org/uk/apc/>



### PMV Preparation for Placement - Assessment

- In this module there are three items of assessment:
- Assignment 1 - CV preparation and covering letter of application
  - Early/mid Trimester A
  - Comprising 30% module marks
- Assignment 2 - Employment strategy essay (1000 words)
  - Third quarter Trimester A
  - Comprising 30% module marks
- Open book computer lab test based on the RICS APC
  - End Trimester B
  - Comprising 40% module marks



### Preparation for Placement – Evening networking event



### Module Components – PMV Professional Practice 1

- Diary/logbook (5%)
- Resume of experience (35%)
- Case study (35%)
- PowerPoint presentation (15%)
- Employer's assessment (10%)
- Placement tutor visit
- 2 evening workshops



### Reflective presentation to peer group



### Module Components – PMV Professional Practice 2

- Diary/logbook (5%)
- Management/organisational report (35%)
- Reflective report on experience (35%)
- PowerPoint presentation (15%)
- Employer's assessment (10%)
- Placement tutor visit
- 2 evening workshops



### RICS Assessment of Professional Competence

<http://www.rics.org/uk/apc/>

- Minimum 24 months structured training (maximum 12 months pre-graduation)
- Named 'pathway' selected by candidates
  - Commercial Property Practice / Valuation
- Various 'competencies' undertaken within pathways
  - 'Core competencies' – essential professional competencies
  - 'Optional competencies' – selected professional competencies
  - 'Mandatory competencies' – transferable/business skills
- Appointment of 'Counsellor' and 'Supervisor'



### Use of student reflective videos

- For the presentation component in PMV Professional Practice 2 module
- First videos filmed in April 2015
- Benefits to placement students:
  - Employers increasingly using videos as part of graduate recruitment
  - Global internship scheme 'Sociable Surveyors' requires student videos
  - Businesses increasingly being asked by clients to video for work bids



### Reflective video presentation guidelines

**RICS PROPERTY MANAGEMENT AND VALUATION**  
MODULE 8: BUSINESS - PMV PROFESSIONAL PRACTICE 2

**REFLECTIVE VIDEO PRESENTATION**

You will be required to produce a video presentation of between 4 and 6 minutes duration, reflecting upon the video placement experience to date and highlighting areas needed for the future.

This should provide a reflection upon the student's professional development during the course of the video placement.

The presentation should be designed to provide the concept of professional development, which is the ongoing and continuous process of learning and development of professional competence and skills.

A video should be the preferred method of presentation and should be used to the further development of any existing professional skills, learned through previous work. For example, the presentation should show the student's personal development and their professional development as a professional.

The presentation should be submitted to the RICS Professional Practice 2 module, which will be used for the RICS Professional Practice 2 module.

The presentation should be submitted to the RICS Professional Practice 2 module, which will be used for the RICS Professional Practice 2 module.

**Suggested timing:**

Introduction	30 seconds
Main reflective content	3 minutes
Conclusion	30 seconds

Individual arrangements will be made for the timing of the video to take place between Monday 28 April and Friday 1 May.



### Recording the videos

- Briefing session held with all students and Learning Technologist
- Students offered practice sessions
- Recordings undertaken in University recording suite at students' request
  - Had considered recording at placement offices



### Student reflective videos



### What students highlighted in their reflections

- Need to seek placement as soon as possible having researched opportunities
- Need to engage as fully as possible with RICS APC
- Importance of ongoing development of transferable, business and interpersonal skills
- Importance of networking
- Need to progress assessments as soon as possible
- Taking the opportunity of progressing initial dissertation ideas while on placement



### Use of videos

- Students completed Media Usage Consent Form
  - Recorded media can be used across various media delivery platforms to promote Professional Placement, including publication on University Intranet servers and networks
  - University will take all necessary precautions to ensure recorded materials will not be made publically available on the wider internet
  - Copyright restrictions placed on the University prevent content being sold or traded and personal details of participants will never be made available to third parties



### Use of videos for upcoming placement students

- Videos to be uploaded to 'PMV Preparation for Placement' Blackboard folder
  - Web-links to employing organisations
  - Repository of videos to be developed over the years
  - will supplement PowerPoint slides from PMV Professional Practice 1
- Careers Service to upload videos to intra-net site
- Videos will be used in 'PMV Preparation for Placement' classes to engage students
  - In considering how they develop identified skills and competencies and evidence these in CV
  - In considering the various employment opportunities



### Thank you for listening.



Any questions?



## International Placements: Students preparation, how to manage key success factors?

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### Abstract

The aim of the workshop is to explore what are the key enablers of success in managing International Placements. The workshop will focus on the student experience and preparation involved in this multi-cultural employability journey. The participants will gain knowledge on how to provide a tailored preparatory approach while dealing with a large group of students. The workshop will demonstrate that successful international assignments start with the choice of employers and the level of engagement the HEI maintain with a given pool of placement providers.

### The Context

An increasing number of employers from multi-nationals, SMEs, indigenous companies to global technology firms, are looking for multicultural awareness as part of their graduates' attributes. International internships are now considered the new key to secure a job for graduates.

The University of Limerick Strategic plan focuses on the international mobility of students and in this context, the Cooperative Education and Careers Division (CECD) organises 1,600 paid placements per academic year, across four faculties with 20% of international placements. The University of Limerick has always put a strong emphasis on the employability of its students focusing on strong industry engagement regionally, nationally and internationally. As a result, the University Graduate Employment level was 18% higher than the national average in 2014. The Cooperative Education placement, of up to eight months' duration, builds a strong synergy between students' learning in the classroom and in the work place.

### The Objectives

The workshop will examine three key aspects in managing successful International placements:

- I. Planning students' preparation
- II. Managing international employers engagement
- III. Leverage on learning outcomes upon return

The attendees will gain insightful knowledge on the following aspects:

- Project managing a cycle of international preparatory programmes

- Brainstorm on essential core content delivered to students to encourage mobility
- Engaging with international employers and starting a matching process
- How to incentivise International Placements?
- Understand the impact of Post-placement evaluation

The workshop will invite attendees to take part in **three exercises** looking specifically at drawing timelines in their HEIs in order to respond to the questions: how much preparation is enough preparation? How early interventions are needed? The facilitator will alternate presentation of good practices and roll out participatory exercises.

The second exercise will ask participants to highlight what would be the needs of their students in terms of international assignments, work readiness and multi-cultural challenges. The facilitator will gather their suggestions and devise a framework of essential preparatory programmes. The third exercise will focus on marketing and incentivising International placements. Participants will be split into two groups representing a cohort of students and a cohort of employers. From there on, the facilitator will ask the audience to draw on the key benefits of international placements from a students and employers perspective. This dual view on expectations will make for interesting results and the facilitator will give some insight into the University of Limerick data analysis on students signing up to international placements vs. students effectively going overseas.

Finally, to close the virtuous cycle, the workshop will highlight how to leverage on post-placements strategy offering creative ideas to promote International placements and their impact from an institutional level to prospective students, awards and testimonials seminars delivered by students.

### **Issues to be addressed**

The workshop will tackle misconceptions around organising International placements and how to overcome obstacles such as resources, funding, systems, managing risks, language skills and local knowledge. The solutions devised by this workshop can be rolled out with minimal resources and will draw on existing skills within a specific team. Lastly, we will stress on the evaluation mechanisms of International placements and how to leverage on students' experiences to increase awareness amongst the student population.

## Presentation

**UNIVERSITY of LIMERICK**  
OILESCOIL LUIMNIGH

**International Placements:  
Students preparation,  
how to manage key success factors?**

*Carla Nalchayan,*  
International Co-operative Education Manager,  
University of Limerick, Ireland

University of Limerick  
Co-operative Education & Careers Division  
Empowering Through Employability


September 2015



**UNIVERSITY of LIMERICK**  
OILESCOIL LUIMNIGH

**Overview**

- I. Introduction and UL key facts
- II. Preparing Students' Employability cycle
- III. Developing a profile amongst International Employers
- IV. Leveraging on post-placement insights



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**Cooperative Education Division**

*Key facts*

- Manages the delivery of an accredited and compulsory 8-months placement.
- Strong focus on employability and career development.
- Largest undergraduate placement programme in Ireland & Europe: 1,600 students placed every year.
- 20 % of placements are international: 380 students this year.
- As a result: Graduate employment level 18% higher than national average.



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**Planning Students' Preparatory cycle**

Early Engagement	Tailored Programmes	Industry knowledge
<ul style="list-style-type: none"> <li>Co-op cycle: start in 1<sup>st</sup> year, 2<sup>nd</sup> semester</li> <li>Introductory sessions.</li> <li>Time to decide to opt for International placements.</li> <li>12-months in advance to register.</li> </ul>	<ul style="list-style-type: none"> <li>Cycle of 3 presentations per group of students.</li> <li>Tailored by courses.</li> <li>In-depth country briefings.</li> <li>Total of 46 pre-placement presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Skills based approached</li> <li>Know your industry: invite employers and alumni.</li> <li>Bespoke sessions for language students, Fr, Ge, Sp.</li> <li>CV clinics, Mock interviews.</li> </ul>

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**Planning Students' Preparatory cycle**

➤ **For Business students:**

- Awareness of international opportunities: Location, location, location.
- In-depth presentation on Luxembourg, our main hub.
- Broad spectrum of opportunities: in funds accounting, auditing, tax, investment services, risk and insurance. These are industry knowledge session, employers and alumni are often invited to present.
- Develop a second language: we invite employers from Luxembourg or France on campus.



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**Planning Students' Preparatory cycle**

➤ **For CSIS students:**

- Early skills development: 1<sup>st</sup> year students are made aware of industry requirements.
- Coding skills: encourage extra curricular learning, coding competition and online platform (CoderDojo).
- Build a portfolio: more attractive for employers and set students apart. Tailored session on how to build a portfolio.



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**Planning Students' Preparatory cycle**

➤ **For Applied Language students:**

- Meeting in 1<sup>st</sup> year: strong focus on language skills development.
- 34% of Language students undertake a summer internship in Europe the year before their placement, on their own initiative.
- Bespoke sessions for specific countries: France, Germany, Spain, Japan, Argentina.
- Cultural adjustment briefings.
- Inter-cultural tele-collaboration project: Electronic pen-pal pairing system between students from UL and other EU students.
- Compulsory TEFL course for students going on teaching placements.



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**Planning Students' Preparatory cycle**

➤ **Survey of 1<sup>st</sup> and 2<sup>nd</sup> year students on their pre-placement preparation:**

- 82 % have found the tailored presentations to be essential in their decision to undertake international placement.
- 67 % decided to go on a international placement after hearing feedback from their peers.
- 47 % have researched their country of choice before deciding.

➤ **Overall objective: making the components of employability explicit to students to support their life long learning.**



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### International Placements in your HEI?

- Accredited or voluntary placement?
- What timeframe can you roll out?
- What content would be relevant to your Students?
- How early do you start preparing students?
- Do they attend Career Fairs?
- Do you provide cultural adjustment preparation?
- How to do you incentivise International assignments?

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### Careers Fair, an excellent preparation exercise

- Largest on-campus Careers Fair in Ireland.

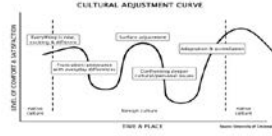


- Attendance projects for 1<sup>st</sup> and 2<sup>nd</sup> year students.
- 120 companies attended last year from Irl & UK.

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### Cultural adjustments preparation

- Pre-departure Brief: students' expectations vs. reality, Lyngaard u-curve of cultural adjustment, homesickness and strategies to deal with any personal and professional issues.



- Invite Counselling at these sessions.

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### Country-specific pre-departure brief

- Students engineers going to Qatar; some initial apprehension from students and parents.
- After the Seminar each year, and strong preparation on a specific country, students build confidence and excitement.
- Specific country brief for Qatar: doing business in the Gulf, respect of local customs, drinking culture, judiciary system.
- One to one support: Visas, accommodation.
- Close contacts with counselling prior departure and during Placements.

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### Overview

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### Developing a profile amongst International Employers

- Knowing your partners employers and their needs is a key success factor when dealing with volume.
- How do you engage with industry? Locally & Internationally?
- Site visits: 8 international itineraries per year => 120 international employers visited annually.
- Open campus: graduate employers presenting every week – promote placement programme.
- Business development: sectorial focus, sales & marketing strategies, how do you get business data? use of online resources, LinkedIn, attending industry trade fairs, alumni network



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### Developing a profile amongst International Employers

- Virtuous circle: repeat placements.
- Your employers needs tend to be the same: your students profile
- Skills based, choice of destination, students are screened 8 months in advance.
- Maximising the matching process
- Deconstructing students' motivations: affective vs. cognitive, Realistic expectations
- Matching process: employers select your students



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### Employers' engagement in your HEI?

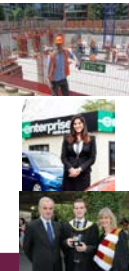
- What is your competitive edge? How do you attract employers?
- Existing local & international outreach?
- What are the existing resources you can use?
- Can you meet students expectations?
- Course focus/needs?
- What are the challenges?

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### Leveraging on post-placement insights

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- Encouraging **peer-to-peer feedback**: returning students invited to present back.
- **Faculty** rolling out Co-op Symposium – Civil Engineers present back on their placement.
- Partners **Employers** nominating Campus Ambassador – help incentivising international opportunities.
- Coop placement **Awards**: at graduation ceremony.
- **International Award**: WACE Student Honour Society.
- University **Magazine** features or local newspapers: highlight flagship placements or outstanding achievement.



### Post-placement insights: Evaluation & Learning outcomes

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RESEARCH EDUCATION

- **Evaluation**: Co-op report graded by Faculty and made available for future students for interview preparation.
- Measure the **Learning outcomes**: results are analysed, assessed every year and shared with Faculty - 25% increase in Learning across all courses in 2015.
- Employers evaluation: each student is given individual feedback. Valuable in our relationships with employers.
- New project: measuring conversion rates between placements and Graduate jobs secured as a direct consequence.



### Learning outcomes insights

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➤ **The learning outcomes** – measure pre and post Placement.

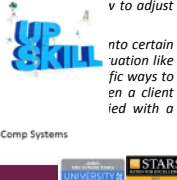
e.g. one A awareness

*"I want to and learn Post Plac aspects of this even carry out enters the bow"*

**Pre + Post Skills Assessment**

- Basic Work Skills
- Communication Skills
- Problem Solving Skills
- Interpersonal & Teamwork Skills
- Cultural/International Awareness
- ICT Skills
- Organisational Awareness
- Professional Skills (Engineering & Comp Systems Only)

international : v to adjust into certain uation like fic ways to en a client ied with a



### Success Story: Business Graduate

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RESEARCH EDUCATION

**How a Co-Op in a small marketing company in the South of France can land you a job with Google?**


- Spent a semester at the highly regarded Copenhagen Business School.
- Placed with Marketing company in Villefranche-sur-Mer – worked on yachts rental online booking system.
- Developed strong SEO understanding and online marketing experience.
- Attended Careers CV review and availed of mock interviews.
- Applied for Google and went through a long recruitment process – interviews focused on his previous Co-op experience.
- Secured job with Google in Dublin as an analyst.



### Q & A?

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## Creating Positive Placement Partnership in an International context

**Julia Paci and Hannah Ellis-Murdock**

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### Abstract

This discussion will centre on the theme of how HEIs can create international placement links with organisations that do not manage high profile, globally recognised internship programmes. We will look at organisational challenges, how to successfully build relationships with international employers and the impact and benefits of placements on students, both home and international, and employers. Within the discussion we shall provide case studies on the University of Exeter Law School internship programme in China and the Politics Placement module for Conflict, Security and Development.

Discussion points:

1. Barriers and challenges of establishing placements and how to find the right placement support locally.
2. Solutions for good practice when facilitating the placement for providers and students.
3. How can we encourage students to take placements overseas and understand the benefits of international experience? How do we help students articulate their global acumen?

Further reading:

<http://www.bbc.co.uk/news/uk-politics-31646908>

<http://www.ft.com/cms/s/2/89b6ebca-3a35-11e3-9243-00144feab7de.html#axzz3YFLTbhmH>

<http://www.ncub.co.uk/blog/international-experience.html>

### Presentation

<p><b>Creating Positive Placement Partnerships in an International Context</b></p> <p>Julia Paci: Employability and Outreach Manager Hannah Ellis-Murdock: Work Placement Officer</p> <p>Case Study 1: Module placements for PGT students</p> <p>Case Study 2: Extra-curricular internships for UG law students</p> <p>Discussions:</p> <ol style="list-style-type: none"> <li>1. Barriers and challenges of establishing placements</li> <li>2. Good practice when facilitating the placement for providers and students</li> <li>3. Helping students make the most of the experience after the placement</li> </ol>	<p><b>Creating Positive Placement Partnerships in an International Context</b></p> <p>CSD – Conflict Security and Development</p> <ul style="list-style-type: none"> <li>• 70 hours – 30 credits</li> <li>• Organized by placement officer</li> <li>• Placement links from Academic leads</li> <li>• Related to study</li> <li>• Two written assignments</li> <li>• Some high risk placements – Israel and Kyrgyzstan</li> </ul>
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## Creating Positive Placement Partnerships in an International Context

Internships in China and Taiwan – UG Law students

- Summer internships
- Supported with bursaries
- Extra curricular
- Placements organized by The University of Exeter's Senior Business Partners in China
- Students supported by Employability and Outreach Manager



## Creating Positive Placement Partnerships in an International Context

Issues relating to setting up placements and supporting students before and on placement

Barriers/Challenges	Essential	Desirable	Student support
Communication	Student Briefing	Bursary	Confidence
Visas	Insurance covered	Pay	Accommodation
Duties	Due diligence checked	Visit on placement	Language skills
Cultural Difference	Placement Agreement	Work Contract	Commitment
Expectations	Named supervisor	CV support	Risk Assessment
H&S	Support if things go wrong	Alternative module / placement if things go wrong	Welfare
Local contacts			

## Creating Positive Placement Partnerships in an International Context

Encouraging students to understand the value of the experience and how to demonstrate it to potential employers.

"I recently interviewed with PwC Legal; as part of their assessment criteria you need to be able to evidence Global Acumen, this experience is key in achieving this. Ever since this internship I have found that I have received more interest from law firms which I have applied to." Law student 2014



## Helping Careers Set Sail – A Trio of Partnering at Southampton Solent University

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### **Abstract**

The School of Business and Law within Southampton Solent University incorporates three BA (Hons) courses - Business Management, International Business Management and International Tourism Management. Each course allows for a Work Placement option allowing students to take the second semester (13 weeks) in a work based environment. The Work Placement Unit Leader and the Professional Services department embarked on a partnership approach with the challenge to build on the existing 'Business Engagement' relationship with Carnival UK (Global Cruise Industry leader) in Southampton. A relationship was already in place with twenty professionals from across the Carnival UK business enrolled on the University wide 'Business Mentor' programme. Rather than have students applying directly to the organisation to secure a work placement, the University wanted to develop this from within the business to ensure a higher quality work placement would be achieved. This paper explores the overall experience of Carnival UK hosting two BA (Hons) Business Management students for a 13 week placement from January – April 2015.

### **Introduction**

Past research has identified the benefits of International based placements (Levy *et al.*, 2007, Bolino 2007, Benson and Pattie 2008), however within this, some students experience barriers to travelling abroad to undertake a placement, therefore a demand to work for an International organisation within the students city of study has emerged. Engaging with regional businesses to develop partnerships is a strategic priority for the institution, however with present demand high for the outputs of collaboration, the institution is aware these cannot be achieved in the short term. Foot (2009) argued "It will require long-term collaboration between UK and European HEIs, the managed expansion of internships and work placements, and a strategic approach – otherwise UK graduates will lose out to those from elsewhere."

The school is aware of the changing landscape of business today and the growing need to develop students 'global mind-set', Rhinesmith (1992). High Fliers Research (2011), states 'Only 19% of

students are actively looking for jobs in start-ups and small firms whilst over half seek employment in major national or international companies', therefore the school has collaborated with a range of local corporate organisations such as: IBM, DHL Europe, Matchtech Plc, Carnival UK and Zurich to facilitate guest speakers, live brief's and contemporary research to support on-going curriculum design.

The Wilson Review of University-Business Collaboration (2012:38) states, 'clearly the university has to invest to provide placement opportunities for students; and developing and maintaining relationships with employers is not cost free. However, although creating new placement destinations requires significant investment, good experiences lead to repeat placements, at a lower cost, and can lead to further collaboration in other areas of university services.'

With this in mind, the objective was developed for students to obtain work experience in the head office of the World's leading Cruise provider – Carnival UK whose Head Office is based in central Southampton, close to Southampton Solent University.

*"Networking between universities and the business community is a critical component of an efficient innovation ecosystem." (Wilson, 2012:02)*

The aim of this research paper is:

To critically assess the impacts of the overall student placement experience at Carnival UK, with a view to enabling future career opportunities.

Objectives

To critically:

1. Review the benefits for the students taking part in the placement experience.
2. Analyse the outcomes for the employer using a placement route as part of their talent management strategy.
3. Assess the opportunities for the institution on a wider scale.

### **Literature Review**

(PACEC: 2012) argue '60% of HEI's highlight the infrastructure for innovation they provide for their local economies. This can bring together the various innovation support services in an area, and establish a university as an 'anchor' of its city or region.'

BIS Research (2008), reported 'upon reviewing the characteristics of the very fastest growing businesses, found that the majority of owners/directors were educated to at least degree level.'

Wilson Report (2012) provides a backdrop of recommendations in which businesses and universities collaborate (from applied research, to employee up-skilling and collaborative degree programme

development, as well as across industry sectors). It is apparent from the recommendations that 'world-leading excellence' can only be achieved through understanding of the entire landscape of collaboration. This compares with recommendations from **Universities UK, Guild HE, HEFCE (2008)** where **"Relationships between a business and a University often start from an initial contact in one area and develop in depth as each comes to understand the full range of the other's needs and capacities."** They also endorsed businesses then progressing along the 'innovation escalator' through their increased interaction with universities, starting with the employment of graduates and moving towards increased engagement in research and development activity.'

Driffield et al (2011) suggested that more able students are more likely to undertake placements in the first place, and that degree performance is not improved by a placement per se, but by a *successful* placement. Benefits towards employment when graduated are supported by recent High Fliers Research (2015), where Recruiters have confirmed that 31% of this year's entry-level positions are expected to be filled by graduates who have already worked for their organisations, either through paid internships, industrial placements or vacation work. High Fliers Research (2015) further endorsed 'Nearly half the recruiters who took part in the research repeated their warnings from previous years – that graduates who have had no previous work experience at all are unlikely to be successful during the selections process and have little or no chance of receiving a job offer for their organisations' graduate programmes'.

The benefits achieved by all stakeholders within the placement process can be compared with research carried out by the National Centre for Universities and Business (NCUB, 2014). NCUB claimed placements brought benefits for students by improving their skills and knowledge, including 'softer' employability skills. Alongside this they recognised specific technical skills and competencies were also developed. Most students came away from the placement experience with a greater understanding of the world of work, greater self-awareness and maturity and recognition of the tangible outcomes they had achieved from the placement. Also cited was a greater ability to compete in the competitive graduate recruitment marketplace and employment prospects overall enhanced by having a high quality placement on their CV. They also endorsed benefits for the institution by raising their profile within the business community and being perceived in a more positive light by both the students and other employers, further enhancing the business engagement emphasis within the institution.

NCUB (2014) also cited benefits for the employer as equally positive. Apart from the obvious of having an additional resource within the business, they appreciated the access to individuals with higher-level skills and new ideas. Employers found the concept of collaborating with a university as

‘value added’ and not only seeing it as a route to support future recruitment being opened, but connecting with the CSR strategy with an opportunity to ‘give-back’ by supporting students to gain employability skills.

For all stakeholders to get the most benefits from the placement process it is important to understand what experiences a student has on the placement journey, Cullen (2010) identified four stages of the placement journey. These stages are:

1. Advent – Takes place in the first week and may result in the student experiencing apprehension while still looking forward to the adventure ahead. A gap exists at this stage between the students’ self-preparation and their academic connection with some viewing it as a ‘working holiday.’
2. Dissonance – They can change from being excited to questioning what they are doing, often claiming the placement is not what they expected. They may lack connection and experience cultural shock.
3. Adapting – The student is now more accepting of the differences within the workplace and often happens at around six weeks.
4. Adopting – They embrace the new way of life and often enjoy the experience, making friends feeling connected to the workplace.

With the student engaged and reflecting on their full placement experience, Cullen (2010), further claims that benefits can be achieved for the student and industry organisations through the development of strong academic and industry links, providing the mix with professionals and an increase of skills that are difficult to develop in the classroom environment.

### **Methodology**

The research was carried out using the format of semi-structured interviews across the range of following participants. The perspectives of the line managers within the business, the students having carried out the placement, the work placement unit leader in supervising the students during the placement and employer engagement manager in developing the relationship with the business. Opportunities for future collaboration were also explored. Cassel & Symon, (1997:33) argue ‘the qualitative research interview is ideally suited to examining topics in which different levels of meaning need to be explored’. Considerations of standardisation to aid reliability (Robson, 1993) were anticipated by adopting the same semi-structured interview for both organisation participants and an adapted version for both student participants. The results are aligned with the perspectives of each of the line managers, followed by each of the students they managed. It was felt this would

give greater impact to the data due to each student (students A & B) experiencing a different recruitment route to the placement.

Student A had a placement position in the Social Media Team, secured following initial collaboration with Carnival UK and the Employer Engagement Manager from the institution. The student had a 13 week placement that was replacing a headcount position that had left, allowing the student to hold the position for a limited time while the permanent position was recruited. The position had a full job description and workload to assume upon starting.

Student B had a placement position in the Hotel Entertainments Team, secured via the Professional Business Mentor position the line manager held at the university. Student B already had a professional relationship with the line manager as their Mentee. The student had a 13 week placement that was additional to headcount in the department, allowing the student to float within the department and work across a range of tasks. The position had a full job description, however work load was assumed on an 'ad hoc' basis.

## Results

The first results will capture the findings from the line manager who was responsible for the social media team, followed by the findings from Student A.

### Line Manager A

Overview of the recruitment process

*"This was fairly straight forward as we had a clear role. Student A took on an 'Exec Role' therefore we needed someone who was high calibre."*

*"I ran the interview, and Student A's was the only CV that I selected for interview, it was the strongest, with no spelling or grammar mistakes. What I liked about the CV was it had shared outcomes of what they could do for us, not just thinking of the development of their own skill set."*

Scope of projects and workload

*"We did not have a Social Media Exec for P&O, with the Britannia new launch, activities spanned for 3 weeks with campaign planning. Student A managed complaints and hype online and had to work with a lot of stakeholders – one being the contact centre and learn how to respond. They dealt with Crisis PR."*

*"Student A was also involved in the lead up and was onsite for the launch of Britannia – we put a lot of trust into them, and they were given autonomy to run with it."*

Level of supervision required

*"In the early stages this was monitored heavily by a colleague. Each comment cannot be the same, also they must have understanding of the brand, and how we emphasise and engage with consumers. After a week, Student A was probably there."*

*"Had been in situations where they were dealing directly with their Execs. Did meetings with Crisis PR, Contact Centre, our external agency and they picked it up quickly."*

#### Tangible outputs from hosting a placement student

*"Student A filled the role at the right time. Highly successful, we had a massively successful launch of Britannia which they were involved with."*

*"We felt it was best for the student to be treated as part of the team, as they had a job to do. We integrated them as part of the business, while the student was introduced to the business as an 'Intern', and treated as if they were headcount."*

*"The experience for the student was more valuable, expectations were as if they were a fully employed member of staff."*

*"They did very well – we commented on how the student was 'unflappable', highly competent, literate, empathetic, professional, had a professional manner – the right behaviours were there."*

*"Perhaps the student was not as confident as someone who would have been fully qualified for the role – graduated with a couple of years of experience. The student's replacement has more experience, and has come down from a London based employer."*

#### Thoughts on Global Mind-set within your business

*"It's all about the bigger picture, not focussing on all the short term things that need to be achieved an inch from your nose, more on strategy - what actions do we need to do to deliver transformation in 4-5yrs time, comparing ourselves to competitors, other retail sectors..... To what's happening in the world that could impact on our business - crisis etc..... environmental issues – the student was looking at reputation issues."*

*"We very much agree with the Wilson Review (2012) - for us one of our main talent gaps is analytics - real analytic experience, we are looking at maths PhD. students, they need to be heavily analytical, but also have a business brain as well - what is the motive they can provide to drive the business forward? .....our analysis and recommendation is xyz need to change for xyz reasons. We seek to improve our business and business experience."*

*"Think of where the world is going - big data business. Work along with our competitors. Have an ability to garner, analyse and recommend outcomes. Before it was digital knowledge, now the focus is analytics and data."*

#### Student A

Students were asked to comment on the link from their degree study to their placements provided from the Wilson Review, (2012):

*"The theory that I had learned within the course gave a better understanding – Google Analytics, market segmentation, economics etc..., it gives you a base knowledge you can develop throughout the placement to then be supporting the business. Higher education helps in a working environment."*

#### Overview of the Recruitment process

*"The mock interview at university was very beneficial, definitely helped get the interview."*

*"The actual interview then went really well – I got the job. It was similar to the mock interview and the job description up front really helped."*

#### Structure of workload and support



*"Excellent throughout, weekly meetings where we discussed short and long term goals and how this affected the business, helped me work out the tangible benefits of what I was doing. I had a task oriented approach which was really beneficial."*

*"There was always support when needed and I had regular formal support sessions with the line manager. The team was really close, when anyone needed support it was always there."*

*"Later on in the placement when we had support sessions without any management present, this gave an honest meeting environment to voice concerns (if there were any), and these were then fed up to management and dealt with accordingly. I never really had any concerns to voice, but it was good for those who did."*

*"I feel it did help my performance, regular communication to answer questions from the role was amazing – communication was key."*

Experience on the stages of the placement journey – the four stages of transition during the placement (Cullen, 2015).

1. *Advent stage – "I really felt part of the team from day one and was treated as part of the team. Having a professional understanding to do a role really helped."*

*"In terms of the stages, in-line with what I experienced I found the job description I had prior to the interview and starting placement, helped highlight what I would be doing and my expectations."*

*"Transition was relatively the same, in terms of questioning if it was right for it, it not affect me, as I knew what I was getting myself into. It was all done professionally, just as if you were applying for a real job."*

2. *Dissonance – "I did experience some culture shock, everyone was really helpful, the product was really great (P&O Cruises), I enjoyed what I was doing and this really helped with the transition."*

*"Speaking with high level management during meeting and being involved in 'crisis PR', I was given the autonomy to deal with situation to how I thought was appropriate."*

*"For me it was really shocking to have come from my last summer placement of 10 employees to somewhere of 100's of employees, with millions of pounds at risk! As situations arose, I got more used to it. I became more confident, certainly I was out of my comfort zone to begin with, I didn't realise I would be such an integral part of everything."*

3. *Adapting – "I definitely settled in after a month, was given more opportunities and responsibilities after this time and become accustomed. As it was in a customer facing role, I had to adopt the culture and the values of the business quickly."*

4. *Adopting – "I went out on Friday's after work for drinks with the rest of the team. Having worked on the Britannia naming ceremony, I felt it was much too early to leave the placement when my 13 weeks were up. I felt like I was an employee – I could pretty much work there for years!"*

*"With still being around for a few weeks after the launch, being social I had to monitor the customer engagement, do a report on what the passengers were saying on board Britannia, compare the social engagement between P&O Cruises and Royal Caribbean following their launch. Everyone was much more relaxed in the team afterwards."*

*"Where you are in the office, the ship board people are often forgotten as being part of the team. It was good to be in a position to get reminders by going on board Oriana and Britannia, you get to*

*see the faces of the crew that are being talked about online. Everyone together helps to create a successful company."*

Summary of how much this placement experience has enhanced your employability skills.

*"I have learned a lot about myself – this is already evident on how it has helped me for the future. I have definitely come out of the other end much more confident."*

*"I have given my summer placement employer a brief of what I have been doing at Carnival UK and they see me much more professional in my work environment. I'm better at speaking and getting my point of view across. Presently speaking with clients and figuring out their outcomes, last year dealing with the same situation, I would not have handled them as professionally as I do now."*

What else could be done to further develop your transfer of knowledge and reflection skills to best capture this learning journey?

*"The placement portfolio really helped to pull it all together. Again, working at another placement helps develop skills learned further. Don't just stop – try and take an opportunity to develop these skills further. It would be difficult not to do anything more, your skills will dwindle if they are not used."*

*"Live blogs would help capture the emotion and things like that! It does take over your life, my job was more than office hours – you would need to find time to make sure you done it correctly."*

The second part of the results includes findings from the Line Manager who was responsible for the Hotel Entertainment's Team and Student B

Line Manager B

Overview of the recruitment process

*"The student was matched with me as part of the mentoring programme so there wasn't a recruitment programme. The only bit of recruitment we did was that I wrote a job description for our business to use to ensure they weren't just an 'extra pair of hands', but here to do specific work for us. If I hadn't already been mentoring then we would have gone down the standard recruitment process."*

Scope of projects and workload

*"During the inaugural period Student B got involved in a general volunteering period for the launch of this unique ship. There was some admin for them to do, and they found some short cuts, which was great, as I had all temps in at that point."*

Level of supervision required

*"The student needed very little supervision. We tried to structure regular meetings into the diary. We had three or four structured meetings to talk more about more about the coursework that had to be completed, as opposed to how the placement was going. We had one wash up meeting at the end."*

Competencies assessed at interview

*"At interview stage office based software would have been assessed and checked. Separate competencies to look at communication and how pro-active the student was and how articulate. For a thirteen week placement they need to be able to hit the ground running with office-based tools and techniques. For example; can they log on, put a document together with basic formulas in Excel etc."*

#### Tangible outputs from hosting a placement student

*"From the student's perspective, an insight into working in a corporation such as this, that they will use this experience to make a career decision and have used Carnival UK to contribute to their final project and coursework."*

*"For us, it was more about us as a department being able to bring someone in really quickly get some outputs. In a business our size, in hindsight if we hadn't had projects running it would have been more difficult in such a short timescale to try and give tangible workload. They would have been 'just another pair of hands', and I didn't want that. But I think that's purely because we had three or four weeks to pull it all together."*

#### Further thoughts towards what Southampton Solent University could do to prepare the students for a placement within your business.

*"Background information into who we are as a corporation and the link into the wider global business. I don't think Student B understood the scale of Carnival UK as a group, and that we're just one cog into the biggest leisure company in the world"*

#### Thoughts on Global Mind-set within your business

*"I think it's important for our sort of business because whilst we're a British product and 98% of the passengers on P & O are British, if you look at Cunard only 60% of the passenger mix are not UK residents. Tie that in with how we operate as a business, in the international market, world cruises, competing with an American product coming into our home territory it is probably more important for a global mind-set for our type of business."*

*"Albeit part of our business, P&O looks at a UK market we have to think globally, what are our competitors doing across the globe? What is our market sector, what is our international competition...etc. It will become more important as we deploy and attract more of an international passenger mix into the product."*

#### **Student B**

Students were asked to comment on the link from their degree study to their placements provided from the Wilson Review, (2012):

*"I think some of my marketing knowledge linked quite well when they were talking about their marketing roles. The consultancy pitch was useful when looking at others ideas and how these can be presented to their managers."*

*"I have had experience of sharing my skills with workers at Carnival UK that had not been to university. They did not understand things such as 'processes' and had to learn it from scratch."*

#### Overview of the recruitment process

*"Trying to secure a placement within the team of my professional mentor was not easy. Understandably it was not one of their top priorities and therefore it was difficult to get messages processed and frustrating as it was important to get this sorted out for the university timelines etc. The learning gained from this year could support students having a more efficient process for the future."*

*"It is important to ensure the requirements for the placement are well supported, and also to ensure the business is aware of the student's depth of knowledge and what they need to put in from a resource point of view to manage the student. If the business is clear on that, it is much easier."*

#### Structure of workload and support

*"I did not really see my line manager a lot, but I did always have someone else watching me, and I was always asking what else can I do? It always defaulted to data entry, but I got involved with a project in managing spaces of on board Guest Entertainment staff. This got me involved with meetings and working with a larger project team, so this task was always happening in the background. It would have been more beneficial for me if I had a defined role, but towards the end I was involved in more challenging tasks."*

*"My line manager had to attend a lot of meetings, however I had three meetings throughout my placement.....I felt the team were slightly underestimating what I was capable of. I was always asking what I could do to help.....always offering to do more, and I could have learned more had there been a more structured arrangement, with KPI's and quick outcomes to develop skills."*

*"I have learnt a lot about how the corporate business works – generic business knowledge, however would have gained much more from having greater detail to get involved with."*

Experience on the stages of the placement journey – the four stages of transition during the placement (Cullen, 2015).

1. Advent – *"As an outgoing person I introduced myself to everyone and asked them what their careers were and where they and where they had worked in the past etc."*

*"I was not treated any different to others, there were agency staff working in the team also, and then one got a permanent role, but I did not feel anyway different."*

*"I didn't feel it would be like a holiday – everyone I know was invested in it and wanted to learn and achieve."*

*"I believe the learning contract helps you to understand what is expected and helps show the skills I am competent in, while showing them what they are possible of doing. Working with a supervisor enables achievement of this. When it's written down and in front of the employer, it is a good tool."*

2. Dissonance – *"As I understood the business better, I then knew what everyone's role around me was, and then getting a better feel for what my role was within the business."*

3. Adapting – *"This could have happened a little earlier for me as I am quite self-aware. They would invite me to drinks, but often I would have had other things to do."*

4. Adopting – *"You are with these people every day, so you learn from others and the way they worked."*

*"Working together was good, lots of collaborative meetings, sharing knowledge always, however I felt it was not always as efficient as it could be."*

*"Everyone worked well and was friendly and how they communicated was really nice. Many of the higher management team were seen walking around and talking to people. It was not visibly very hierarchical."*

*"The CEO would do their 'quarterly walk-around', where they would take a corner of the office and give the staff in that department a verbal update on business performance."*

Summary of how much this placement experience has enhanced your employability skills.

*"A lot, I learnt a lot, picked up a number of skills, and you feel very happy you have done it."*

*"Having the name of this organisation on your CV is brilliant, it was really interesting to see how they work on an international level, communicate with ships and other offices about trading internationally."*

*"I did not really have much of a concept of 'Global Mind-set' before, now I do!"*

What else could be done to further develop your transfer of knowledge and reflection skills to best capture this learning journey?

*"It really helped me understand what they want in an interview and a working environment. It was good to see a business that operates like a proper business, as most of my work experience was in leisure centres etc..."*

### **Analysis and Discussion**

The research findings suggest that student A being on a more formally arranged placement, covering a defined role within a team had a greater experience than student B who was supernumerary within the team. This would suggest benefits came from a defined job role and the student having responsibility and autonomy quite quickly after assuming the role.

With a defined role in place, the recruitment process allowed for CV's to be shortlisted and the student to be interviewed prior to appointment. The partnering approach with the university supporting the student into a placement role, allowed for the student to benefit from a 'mock interview'. The experience of student B who had already a relationship with the employer as part of the Business Mentoring Scheme at the university was still overall positive, however the recruitment process took longer to define and required greater communication with the HR department to get organised. As a result of the job description being very open and the role to support the department, student B did have periods of struggling to engage with meaningful work at times, however their personality type-set did allow them to succeed in achieving an overall enjoyable learning experience on placement.

Both students found their university experience had prepared them with the required knowledge and skills and furthermore with student B having the opportunity to impart their skills to enhance task efficiencies. NCUB (2014) found students on placement provided "access to individuals with higher-level skills who can bring new ideas to the company."

The line managers both fully supported the relationship between university and business and appreciated the hard work delivered and effort made by both students to engage with the organisation, learn processes and adapt to the culture of working in a leisure organisation. The placement satisfaction for both students was increased by the experience of the new product launch

of the cruise ship – Britannia. This high profile event allowed for student A to actively take part in the social media posting throughout the inaugural event period and for student B to work at the event and see The Queen! The experience of an inaugural event did give the students something very unique and special to experience and share with future employers.

Working for a Top FTSE100 organisation had allowed both students to learn how a large corporate organisation operates and develop their ‘Global Mind-set’. The experience has allowed them to ‘think global’ while acting ‘local’ within a head office environment. Both line managers were aware of the overwhelming experience for the students with coming into a high profile organisation and working across international time zones etc., and how much of the business is very unique and required active learning on the job in order to succeed. The students were commended on their ability to achieve this, and within a 13 week period. This was comparable to the research findings from the National Centre for Universities and Business (NCUB), 2014.

Both students recognised the stages of the placement journey as outlined by Cullen (2015). They found that within a 13 week placement the emphasis was on learning quickly on the job and building relationships with those around them to further their development and knowledge essential. The nature of the role that student A had allowed them to experience customer facing challenges and contribute their thoughts towards decision making in a board room environment, often with senior members of staff asking for their opinion on how they may move forward. Student B had key learning experiences throughout their placement however this took place in a lower impact way with them having the time to work with other members of staff in the department, attend CEO briefing sessions and offer their knowledge and skills to help improve task efficiencies. Towards the end of the placement, they both were in a strong adopting mode and had embraced many of the cultural norms from within the organisation. NCUB (2014) endorsed **“Improved skills and knowledge, including ‘softer’ employability skills, and specific technical skills and competencies.”**

Benefits the students have taken away from this are without a doubt increased confidence and self-esteem in having working for a high profile organisation, as per NCUB (2014) research with **“Increased understanding and awareness of the world of work, accelerated personal maturity, self-awareness and ability to articulate skills and achievements” all predicted.**

The launch of the new ship provided a unique opportunity to expose the students to a high calibre media event and to be part of something they can share at job interviews in the future. Student A has already returned to the organisation they had a summer placement with last year and found their skills gained during this placement such as confidence and technical knowledge has had recognition already. NCUB (2014) argued **“enhanced employment prospects and ability to compete in a**

**turbulent graduate recruitment marketplace” were direct outcomes from placements**, alongside the employer finding it as “a route to support future recruitment.”

Both line managers have reported an overall positive experience from having two students carry out a placement in their subsequent departments. Line manager A found the recruitment process of selecting CV’s and interviewing the short listed candidate a good method to secure a student with the right skill set and behaviours to carry out the role. Line manager B having already a professional working relationship with their student in a mentoring capacity also cited a positive outcome having already known the student, they could shape the experience required for the student and be aware of their strengths and weaknesses to focus upon. NCUB (2014) also found placements positive as “providing an additional resource that can add significant value to a business.”

### **Conclusions and Recommendations**

In conclusion, the benefit’s for the students taking part in the placement experience was positive on many levels. Firstly, working for a local employer that was a global operator provided development of their global mind-set, corporate organisational behaviour and their creditability for future employment by having Carnival UK on their CV. Secondly, it provided in both instances technical knowledge development (however in greater volume and detail for student A), that related to the student’s academic curriculum, allowing them to apply this to the work environment and progress their understanding further. Thirdly, both students completed their subsequent placements successfully, with a new found confidence and increase in self-esteem due to the work outcomes achieved and the exposure they both had during the inaugural events for the launch of Britannia.

The outcomes for the employer using a placement route as part of their talent management strategy was equally positive. The placement route option for student A, allowed a head count position to be filled by a second year student, while they recruited for a permanent employee. They were impressed at the high calibre of student A, their work ethic and personal qualities that allowed them to assume the role quickly and work as a successful member of the team during the placement period. The alternative route that student B completed while different, was also successful. It allowed an already established professional relationship to progress into the work environment. The line manager already had an overview of the student’s personal and technical competencies, allowing the student to work within a busy department and add value by assisting with project development and ‘ad hoc’ tasks. Both roles allowed the organisation to absorb the additional resource at a time of increased workload due to the new ship launch, with both line managers satisfied with the experience and keen to progress opportunities in the future.

This opportunity has allowed for increased contact with the organisation, **forming part of a broader, institution-wide emphasis on business engagement.** With the institution offering a wide range of courses across their schools from maritime management to graphic design, video and theatre production to IT simulation, opportunities to collaborate further have already progressed, with the organisation unaware of the work being carried out in close proximity to them and the huge potential this offers. NCUB (2014) found **“Improvement in the university’s reputation amongst students” and “raising the institution’s profile” to be key benefits to engaging with organisations for placement provision. Furthermore this can lead to increased positive contact with employers.**

Recommendations include:

1. Onward collaboration with the organisation to engage with their talent management strategy and in advance develop work placement provision for the BA (Hons) Business Management, International Business Management and International Tourism Management students, where possible in head count positions. This would allow greater learning opportunities by taking part in a role with a defined work load attached to it (as experienced by student A).
2. Inviting Carnival UK to the ‘Placement Festival’ in October 2015, hosted by the School of Business and Law. This would allow them to attend the event with job descriptions of actual positions they would have available from January 2016 to engage with the available students to springboard the recruitment process.
3. Professional services team to provide CV development and mock interview provision to ensure high quality student interaction with the organisation.
4. Further collaboration with the Head of Talent to discuss opportunities around one year internship and graduate programmes across the range of disciplines provided by the schools within Southampton Solent University.

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## **Collaborate to Innovate: The Importance of Internal Working Relationships**

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### **Abstract**

The workshop would aim to discuss the importance of internal working relationships, in particular:

- Improved communication across the University, across all Schools and Departments.
- Sharing of best practice.
- Improved relationships with external employers.

Over the past twelve months, it has become clear that a strong working relationship between staff working within Employability and Careers in the University is vital to ensuring the continuation and improvement of these services. Whilst there is a central Careers Department, all Employability and Work Placements staff are based within the separate Schools (five in total).

The University chose to purchase and implement a work placement/job sharing software system. Due to this, a Project Team was set up to assist with the implementation within the Schools and the Careers Department. Weekly meetings were held throughout 2014 to discuss the progress of the system implementation and to deal with any issues arising.

Throughout these meetings, a strong working relationship has been created within the team. This has allowed for sharing of best practice, discussions on topics such as sharing contacts/employer engagement and processes to be used when placing students into placements and a feeling of cohesiveness across the University.

Furthermore, I completed a research paper in May 2015 which investigated work placements and employability within the University and any improvements that could be made. The completion of this project was only possible thanks to the strong working relationship between Employability/Careers staff within the University.

The collaboration within the Project Team has allowed for innovation: fresh thinking on how placements should be arranged and how Schools can work together to provide a better service to students and employers alike.

“Teamwork: Coming together is a beginning, keeping together is progress, working together is success” – Henry Ford.

Presentation



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## Collaborate to Innovate: The Importance of Internal Working Relationships

Celene Coleman  
Cardiff Metropolitan University



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University

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## Background

- Employability Administrator: School of Sport.
- The School of Sport is one of five academic Schools within the University.
- Work Placements are dealt with on a School basis with the University also having a centralised Careers Development Service.



In a previous institution



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## Negative Experiences?

- Have you had negative experiences of trying to work within a team?
- Discuss with the person next to you and see if there are any common themes.



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## What does it take to create a team?

- Write down 3 things that you feel are vital to ensuring a successful team.
- Share these with the person next to you and decide on the 5 things that you feel are vital to ensuring a successful team.
- With your group, please discuss the lists you have created and choose the 3 top things that you feel are vital to ensuring a successful team.



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## Initial Situation

When I began my employment within the University, I was the single individual responsible for the administration of work placements within the School of Sport.









It became clear that each School had their own processes and that best practice was not shared. To add to this, a number of lecturers were using different processes for work placements within the School.





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Metropolitan  
Caerdydd

The University chose to purchase and implement a work placement/job sharing software system. Due to this, a Project Team was set up to assist with the implementation within the Schools and the Careers Department. Weekly meetings have been held throughout 2014 and 2015 to discuss the progress of the system implementation and to deal with any issues arising.

 <div> <b>Cardiff Metropolitan University</b> <b>Prifysgol Metropolitan Caerdydd</b> </div> <h3>The Project Team</h3> <ul style="list-style-type: none"> <li>• Manager – Project Team</li> <li>• Business Analyst – Project Team</li> <li>• Manager – Career Development Services</li> <li>• Work Placement Staff – CSS</li> <li>• Work Placement Staff – CSE</li> <li>• Work Placement Staff - CSHS</li> <li>• Work Placement Staff – CSAD</li> <li>• Work Placement Staff – CSM</li> </ul>	 <div> <b>Cardiff Metropolitan University</b> <b>Prifysgol Metropolitan Caerdydd</b> </div> <h3>The Meetings</h3> <ul style="list-style-type: none"> <li>• The meetings, until recently, were weekly.</li> <li>• These allowed all members of the team to discuss what they needed and wanted from the system.</li> <li>• It also allowed staff to share ideas (both related and non-related to the system.)</li> <li>• It became a platform for sharing best practice and for collaborating.</li> </ul>
 <div> <b>Cardiff Metropolitan University</b> <b>Prifysgol Metropolitan Caerdydd</b> </div> <h3>The Meetings</h3> <ul style="list-style-type: none"> <li>• Very quickly, all staff within the Project Team began to realise that we were all working towards one aim: ensuring that all students were provided with a meaningful work placement experience and that the process used for ensuring the relevant paperwork etc was completed, should be standardised where possible, and student-friendly. Whilst it is also used by the Careers Development Service for a different purpose, this has been fully integrated and supported by the team.</li> </ul>	 <div> <b>Cardiff Metropolitan University</b> <b>Prifysgol Metropolitan Caerdydd</b> </div> <h3>The Meetings</h3> <ul style="list-style-type: none"> <li>• The meetings became a supportive environment, where staff felt they could share positive news and updates on their progress with implementing the system, any queries they had and also any further ideas for the system.</li> </ul>
 <div> <b>Cardiff Metropolitan University</b> <b>Prifysgol Metropolitan Caerdydd</b> </div> <h3>Go-Live</h3> <ul style="list-style-type: none"> <li>• The School of Sport went live with the system in November 2014 and I have seen a dramatic change in the response of students to the placement process – a much more enthusiastic and quicker response.</li> <li>• As I have taken the lead with the Project from within the team, going live first allowed me to share my experiences of the system as things happened and has allowed other members of staff to adapt their processes.</li> </ul>	 <div> <b>Cardiff Metropolitan University</b> <b>Prifysgol Metropolitan Caerdydd</b> </div> <h3>Current Position</h3> <ul style="list-style-type: none"> <li>• School of Sport will be using the system for the second academic year.</li> <li>• The Schools of Management and Art &amp; Design are due to go live at the start of the academic year.</li> <li>• The Schools of Education and Health Sciences are still in the process of designing their workflows for the placement process. This has taken longer due to the additional needs of the programmes and links with external bodies.</li> </ul>
 <div> <b>Cardiff Metropolitan University</b> <b>Prifysgol Metropolitan Caerdydd</b> </div> <h3>Current Position</h3> <ul style="list-style-type: none"> <li>• Project Team Meetings are now held once a month.</li> <li>• A User Group has been sent up for those utilising the system.</li> <li>• Both teams feedback to the Employability Strategy group which is attended by academics and members of SMTs.</li> <li>• Academic and SMT staff have been kept updated along the way and have a real understanding of the value of the system.</li> <li>• The system has been launched across the University for the Careers Development Service and has been very well received by students.</li> </ul>	 <div> <b>Cardiff Metropolitan University</b> <b>Prifysgol Metropolitan Caerdydd</b> </div> <h3>Outcomes</h3> <p>It has become clear that a strong working relationship between staff working within Employability and Careers in the University is vital to ensuring the continuation and improvement of these services.</p> <p>The collaboration within the Project Team has allowed for innovation: fresh thinking on how placements should be arranged and how Schools can work together to provide a better service to students and employers alike.</p>

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	<div data-bbox="783 622 887 750"></div> <div data-bbox="901 649 1098 736"> <p>Cardiff Metropolitan University</p> </div> <div data-bbox="1114 649 1310 736"> <p>Prifysgol Metropolitan Caerdydd</p> </div> <p>“Teamwork: Coming together is a beginning, keeping together is progress, working together is success” – Henry Ford.</p>

## **Why young people are assets for success: an evolving programme supporting students and young people to develop their profile of employability**

**John Hyatt, Nikki Kelly and Kevin Feaviour**

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### **Abstract**

Tottenham Hotspur Foundation is committed to providing the best sports, health, training, and education programmes for all our communities; creating opportunities, encouraging enterprise and innovation, promoting social cohesion and enhancing life skills. Our activities are based on a belief that engagement through sport can result in the development of far more than sport skills. It can harness a sense of mutual respect and trust, widen horizons, raise aspirations and provide opportunities to young people regardless of race, sex or age.

The Foundation has been delivering Higher Education since 2010, in collaboration with Middlesex University, and we currently have two programmes developed in consultation with industry employers and delivered by highly qualified professionals and academics within the sports sector:

- FdA Applied Sport and Community Development
- FdSc Applied Football Coaching and Performance

Students undertake a total of 180 hours placement throughout their course which might be with Tottenham Hotspur Foundation or with external organisations in the field of sport, community development, health and wellbeing, education, and equality and inclusion.

Our students have access to facilities and resources not available at traditional universities and a learning experience and range of high quality work placements. Coupled with this, over the last year, the Foundation has developed a unique assessment tool “Assets for Success”, to measure student improvement against a defined set of qualities, and create an individual asset profile to sit alongside their academic achievements. This project, which works in tandem with our existing sports, employment and mental health programmes, to support students and young people to become safe, social and successful, is now being rolled out across all the Foundations’ programmes.

All our courses are QAA approved, ensuring they meet the highest standards, and we pride ourselves on our high quality service that has seen our student satisfaction grow to 93%.

**Here are two of our six good practices as mentioned in our QAA Report that refer to our placement delivery:**

Provision of a range of high quality and well managed placement opportunities



Provision of excellent resources and facilities, and their manner of incorporation into the curriculum

*“The Foundation has extensive opportunities for placement with suitable employers and some inhouse in the Tottenham Hotspur Football Club and The Tottenham Hotspur Foundation. These placements are of high calibre and are fully publicised and easily accessed through the VLE. Students highly appreciate the opportunities provided and confirm that the placement process is well organised, easy to engage with and effective in operation and support. The provision of a range of high quality and well managed placement opportunities is exceptional and reflects **good practice**”.*

## Presentation




**Why young people are assets for success: an evolving programme supporting students and young people to develop their profile of employability.**

TOTTENHAM HOTSPUR FOUNDATION

PLACEMENT LEARNING

### TOTTENHAM HOTSPUR FOUNDATION

*Who are we?*

Tottenham Hotspur Foundation is committed to providing the best sports, health, training and education programmes for all our communities; creating opportunities, encouraging enterprise and innovation, promoting social cohesion and enhancing life skills.





**CREATING OPPORTUNITIES THAT CHANGE LIVES**

- WE'RE HERE 365 DAYS A YEAR
- PROVIDING OVER 6500 HOURS OF FREE SPORTING ACTIVITIES EVERY WEEK
- 24 MILLION LIFE CHANGING OPPORTUNITIES
- WORKING WITH OVER 200 PARTNERS
- WORKING ACROSS 4 LONDON BOROUGHES
- CREATING OPPORTUNITIES FOR OVER 200 YOUNG MEN & WOMEN EACH YEAR THROUGH FOOTBALL EDUCATION DEVELOPMENT PROGRAMME
- WORKING WITH OVER 3000 PARTICIPANTS EVERY WEEK
- 1ST PREMIER LEAGUE FOOTBALL CLUB TO OFFER FOUNDATION DEGREE
- DEVELOPING PROJECTS INTERNATIONALLY IN INDIA, SRI LANKA, BRAZIL, USA, CHINA, MALAYSIA, AUSTRALIA AND EUROPE



**THE LATEST NUMBERS**

- DELIVERING IN HARINGEY 365 DAYS A YEAR
- OVER 45 UNIQUE PROJECTS
- CREATED OVER 600 LONG TERM JOB OPPORTUNITIES
- WORKING WITH OVER 3000 PARTICIPANTS EVERY WEEK
- 2000+ LOCAL PEOPLE ATTENDED WHITE HART LANE STADIUM JOBS FAIRS
- IMAGINE IF... UNIQUE CO-LOCATED YOUTH OFFER DELIVERED IN PARTNERSHIP WITH HARINGEY YOUTH SERVICE
- IN SEVEN YEARS WE'VE GENERATED OVER £7 MILLION OF EXTERNAL INVESTMENT INTO PROJECTS AND FACILITIES
- PROVIDING OVER 95000 HOURS OF INCLUSIVE ACTIVITIES IN HARINGEY EVERY YEAR
- OUR SPURS NURSE HAS DELIVERED OVER 1900 NHS COMMUNITY HEALTH CHECKS\*
- DELIVERED OVER 8000 VOLUNTEERING HOURS
- PROVIDED SPORTS, RETAIL, HOSPITALITY & ACCOUNTANCY APPRENTICESHIPS FOR OVER 100 LOCAL YOUNG PEOPLE
- 10 YEARS OF PARTNERSHIP WORKING WITH LOOKED AFTER CHILDREN

### THE LATEST NUMBERS

- A total of 640 jobs have been created and filled by local people including:
  - 216 jobs at new Sainsburys supermarket
  - 213 jobs at Centreplate
  - 97 apprenticeship
  - 20 Fan Ambassadors
- Over 500 jobs for local community - contractors and housebuilders
- Big Hospitality Conversation created 2137 job opportunities within the hospitality sector
- The Foundation has also organised a series of highly successful Jobs Fairs with over 4000 people attending, and hundreds of employers including Virgin Media, EDF, TFL, Argos and Whittington Hospital
- 250 jobs opportunities were created in partnership with Stansted Airport

### CHARITY

Established as a Registered Charity in 2006

Tottenham Hotspur Foundation has five key departments including:

- Community Development
- Health and Well – Being
- Equalities and Inclusion
- Employment and Skills
- Education





<h3>EDUCATION AT TOTTENHAM HOTSPUR FOUNDATION</h3> <p>THF's education programmes span from Key Stage 1 to Higher Education Starting at Level 4.</p> <p><b>Currently our Foundation Degree programmes include:</b></p> <p>FdA Applied Sport and Community Development</p> <p>FdSc Applied Football Coaching and Performance</p> 	<h3>STUDENT DESTINATION</h3> <ul style="list-style-type: none"> <li>• 56% of our Students went on to top up their Degree to a BA or BSc.</li> <li>• 33% are working full time.</li> <li>• 11% are working Part – time.</li> </ul> <p><i>Description of Employment:</i></p> <ul style="list-style-type: none"> <li>• 8% Self-employed</li> <li>• 13% Volunteering</li> <li>• 38% on a permanent contract</li> <li>• 21% on a fix term contract lasting 12 months or longer</li> <li>• 10% are Temping (Including Supply Teaching)</li> </ul>
<h3>PLACEMENT MODULE</h3> 	<h3>QAA COMMENDATIONS FOR GOOD PRACTICE INCLUDES:</h3> <ul style="list-style-type: none"> <li>• Provision of extensive, wide ranging and high quality student support.</li> <li>• Provision of a range of high quality and well managed placement opportunities.</li> <li>• Provision of excellent resources and facilities, and their incorporation into the curriculum.</li> </ul> 
<h3>ASSETS FOR SUCCESS</h3> <ul style="list-style-type: none"> <li>• <b>Assets for Success</b> - in development for 3 years to understand how people develop their <b>coping</b>, <b>employability</b> and <b>productivity skills</b> through everyday life</li> <li>• Create communities that enable young people to thrive and flourish... to be <b>safe</b>, <b>social</b> and <b>successful</b>.</li> <li>• <b>Assets</b> are qualities for the workplace – personal mindset</li> </ul>	<h3>INTRODUCTION AND DRIVERS</h3> <ul style="list-style-type: none"> <li>• <b>Assets</b> are research based, personal qualities that help people to thrive in personal and working life and influence development.</li> <li>• Aim is to enable young people to identify, articulate and develop these necessary qualities to support their <b>well-being and productivity of organisations, communities and country</b>.</li> <li>• We often describe people by their assets e.g.</li> <li>• <i>'She is a confident and innovative person'</i></li> <li>• <i>'He is able to problem solve and work independently'</i></li> </ul>
<h3>DRIVERS</h3> <p>In response to a number of drivers including:</p> <ul style="list-style-type: none"> <li>• Improved understanding of how young people develop their coping skills and well being.</li> <li>• Better response to international employer concerns on the need to improve employability and productivity (soft) skills</li> <li>• Development of a methodology to effectively assess/measure these skills and support their development.</li> </ul>	<h3>EMPLOYABILITY AND PRODUCTIVITY</h3> <ul style="list-style-type: none"> <li>• These concerns come from a wide range of groups including <b>CBI</b>, <b>Ofsted</b>, <b>Organisation for Economic Co-operation and Development (OECD)</b>, <b>DfE</b>, <b>National Association of Colleges and Employers (NACE)</b>, <b>Work Foundation</b>.</li> <li>• The Development Economics Research group suggested that such assets are worth £88bn per year, particularly in businesses that rely on "face-to-face human interaction" and the OECD (2015) found that in 2013, there were 5 million more 16-29 year olds across OECD countries who were neither employed or in training and education than before the economic crisis of 2008.</li> </ul>



### ASSESSMENT AND CODIFICATION

- This lack of measurement tool has been a barrier to effectively assessing the impact and value for money of projects that are working with young people including youth services and has led to national political criticism.
- Assets for Success** is developing a profile that will help students assess and develop their productivity qualities. In doing so it has developed a rating scale and is currently developing a codification framework to enable this assessment and development.
- The aim is to effectively understand the impact of work with students and understand what difference is being made through particular interventions supporting young people to develop their potential.




### WHY?

- Productivity
- Level playing field
- Well being and self esteem





### COPING AND WELL-BEING

- Assets for Success was developed from research conducted with young people about the problems they faced in life and who supported them (Who's Really Listening?)
- International research project that interviewed over **5500 young people aged 18 -20 across 12 countries** about issues facing them, how they managed these, who they would turn to and what support they sought. (Youth and Coping across 12 Nations).



### COPING AND WELL-BEING

- The issues these young people faced were common across the countries and included **education, future and working life, family and personal identity**; they used a range of coping and problem solving skills and tended to seek support from **family members, teachers** and more importantly non-authority, **trusted adults like mentors or coaches**.
- The project led to conclusions about **role and nature** of coping skills in young peoples development and necessary support mechanisms and people. Similar conclusions have been identified in other research since including **work with gangs, health and well being and child sexual exploitation**.



### ASSET DEVELOPMENT

- Assets for Success has been developed with 2 London boroughs and their youth, sports and community services, schools (secondary and primary), voluntary sector groups, arts and theatre groups and employers.
- Tottenham Hotspur Foundation provides a real platform for to embed Assets with sports activities and coaching pedagogy as well as their experience in working with young people in some of the most disadvantaged communities and who bring a brand to engage and inspire young people.



### ASSETS FOR SUCCESS

- Safe:** health, relationships, risk, choices
- Social:** positive contribution to communities
- Successful:** employment, enterprise and well-being




### THE ASSETS FOR SUCCESS

Safe	Social	Successful
 Problem Solving	 Friendliness	 Independence
 Communication	 Collaboration	 Leadership
 Resilience	 Consideration	 Curiosity
 Confidence	 Flexibility	 Innovation



### ASSETS

<b>Confidence</b>	the ability to believe in myself and project a positive identity
<b>Communication</b>	the ability to share ideas
<b>Problem Solving</b>	the ability to understand your world
<b>Resilience</b>	the ability to cope with difficulty/thrive in the midst of challenge
<b>Friendliness</b>	the ability to develop healthy relationships
<b>Consideration</b>	the ability to nurture and care for others



## ASSETS

<b>Flexibility</b>	the ability to adapt to and thrive in any environment
<b>Collaboration</b>	the ability to work with others
<b>Independence</b>	the ability to work with your own initiative
<b>Leadership</b>	the ability to inspire others
<b>Innovation</b>	the ability to create new ideas
<b>Curiosity</b>	the ability to question and discover





## ASSETS

- Strengths based - we all have them to different degrees
- Develop through everyday living - communities and environments are a great resource
- Quality of interaction between the young person and their environment and community is crucial in influencing behaviour
- *Our job as good servants and leaders is having the ability to recognise those gifts in others and help them put those gifts into action (First Lady Michelle Obama)*



## PEDAGOGY AND ANDRAGOGY

- Coaching and mentoring delivery
- Building on networks of coaches and mentors across programmes
- Developing capacity in local environs and activities – sports, theatre, dance, community

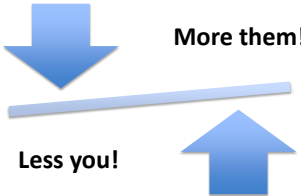




## WHY COACHING???

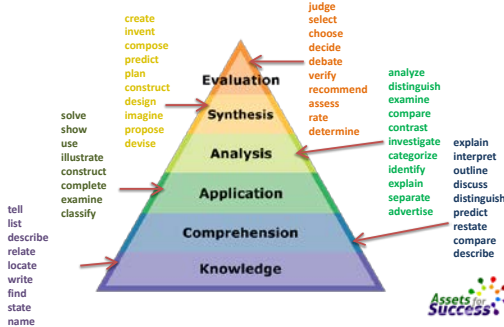
- In terms of current thinking and best practice in a practical setting I would suggest making it clear how important the conceptualising and question setting is at the start of any practical activity – that way the practical activity is really an 'active learning' experience in the truest sense of the term.
- Learners are then cognitively engaged throughout the activity and the experience can be used to construct their understanding. The experience will be far more valuable and the following reflection will have greater clarity. This really is a key factor in separating lessons that are simply 'satisfactory' and 'good' from those that are 'outstanding'.

## ACTIVE LEARNING

*"Anyone who thinks there is a difference between education and entertainment doesn't know the first thing about either." – Marshall McLuhan*





## EFFECTIVE QUESTIONING



## MATERIALS

- Recipe Cards
- What is Consideration
- Assessment Profile
- Action Plan
- Activities to develop Consideration
- Understanding Consideration



## Flexibility

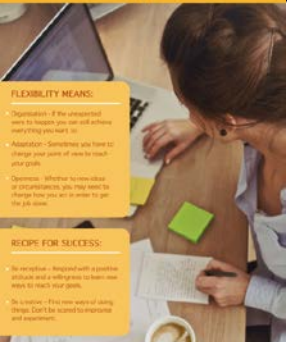
*Adapting to change*

**FLEXIBILITY MEANS:**

- Openness - If the unexpected arises be happy you can still achieve everything you have to do.
- Adaptation - Sometimes you have to change your mind or ways to reach your goals.
- Openness - Whether to maintain or reorganise and how you do change things you are in order to get the job done.

**RECIPE FOR SUCCESS:**

- Be realistic - Be realistic with a positive attitude and a willingness to learn new ways to reach your goals.
- Be creative - This one is about using things. Don't be scared to experiment with equipment.




### HOW CAN YOU ASSESS ASSETS???

- Students are assessed on these qualities through games that are included through the curriculum delivery. These games are recorded using multimedia based tasks

#### Redesign

e.g. How would you redesign a coaching session?

Develop for: Setting parameters i.e. how could you redesign this to make it more effective/ easier to use/more affecting?

#### What's The Question?

e.g. If this is the answer, then what's the question

A: Collaboration

Please film a discussion of what you think the question could be

### ASSETS SCORE

An average of the scores is taken every 12 weeks with the students journey being recorded through the multimedia tasks and games with the individual student receiving their own DVD of their placement experience for that year.

### 4G

Grasping It

Getting It

Got It

Giving It

- Grasping it:** You're beginning to understand what this strength is and want to develop it.
- Getting it:** You have a good understanding of the strength and are getting the hang of it.
- Got it:** You have really got to grips with this.
- Giving it:** You've got it and are helping others to ge

## Enriching the placement experience of University of Nottingham's Bioscience students through engagement with professional standards in science

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### Abstract:

The benefits to students having a year in industry are well documented but the true value of a work placement is realised when students can reflect on their experiences, see the progress they have made and skills they have acquired, and can articulate this progress and skills acquisition and demonstrate how they have applied their academic learnings to a work context.

Students often record their year in industry experiences through work placement logs, blogging or keeping an e-portfolio. These structures support the student to reflect on their experiences so they are aware of the skills they are acquiring, understand how they are applying their academic knowledge and skills into the work placement and have the opportunity to articulate their skills and development.

Students in the School of Biosciences have been using an e-portfolio to record their year in industry learnings for a few years, keeping records of Training, Continuing Professional Development, and projects undertaken and showcasing this to various audiences (1). As the current JISC Technology for Employability Technology project outlines, technology offers the ability to re-package, re-format and remarshal material into different contexts (2).

Working in partnership with the Science Council, Bioscience students are moving from the straightforward recording of experiences and projects undertaken to reflect on these projects and tag them with the key competences required for the Science Council's Registered Scientist professional title (RSci) (3). Students have been guided and offered structures to support them to record their experiences but also to reflect on how these experiences help them demonstrate the competence requirements of the RSci award.

### Aims and objectives

The workshop will share a novel, not previously presented, approach to maximising the value of students' year in industry experience through a partnership approach with the Science Council, using the University of Nottingham's e-portfolio technology and the RSci professional standards to log and validate the skills developed during the placements.

### Experiences covered

How the University of Nottingham implemented the scheme and the structures put in place to support students in meeting the RSci professional standards

Students' experiences of their placement and how it was enriched by engagement with the RSci standard and collaboration with professional bodies

How students and their placement supervisors can be supported to reflect holistically on work experiences to demonstrate competence gained

### Issues to be addressed

How other HEIs can adopt the approach for their science placements

Whether employers see the added value of the partnership and how they can be convinced

How confidentiality and other issues raised by employers can be addressed

What support students / employers need to ensure that the RSci standards are met

The key roles each partner plays

### References

- 1 <http://www.ncub.co.uk/blog/food-econ-placements.html>
- 2 <http://employabilityproject.jiscinvolve.org/wp/2015/01/28/welcome-to-the-jisc-technology-or-employability-project/>
- 3 <http://sciencecouncil.org/rsci>

### Presentation

Enriching the placement experience of the University of Nottingham's Bioscience students through engagement with professional standards in science

Judith Wayte, University of Nottingham  
Ali Orr, Science Council

### About us

- **Science Council:** membership organisation for professional bodies and learned societies in science.
- **UoN Bioscience:** excellence in teaching and research to sustain a healthy supply of food



## Activity

- What are you hoping to get out of this session?



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## Objectives for the workshop

- Share how we worked together to pilot the award of RSci status to bioscience students at UoN
- The multiple benefits to students, employers and institutions from validating students' placement year experience
- What we learnt and how you can get involved



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## Context

- Graduate employability – the ongoing Wakeham Review
- Not enough placements offered, not enough students demanding them either
- Degree accreditation doesn't discriminate between programmes with/without placements
- QAA report - most HEIs take a wide range of employability measures but general weakness in recording and reflecting on skills developed



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## The professional registration framework



## The Registered Scientist (RSci) standards

A: Application of knowledge and understanding

B: Personal responsibility

C: Interpersonal skills

D: Professional practice

E: Professionalism

Commitment to CPD

Professional body code of conduct

## What we did

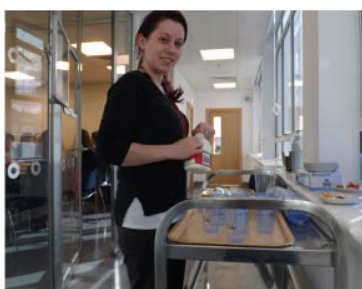
- Two cohorts of UoN Bioscience placement students (14/15 and 15/16) invited to apply for RSci award
- 14/15 students able to apply at end of their placement
- 15/16 students will be supported from day 1
- Mahara – enables students to record and tag their activity
- SC also worked directly with employers incl. Pfizer and FujiFilm Diosynth



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## Benefits: to students



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## Benefits: to students

"I really appreciated the opportunity. Both assessors were great and really easy to speak to and I felt much more comfortable doing the face-to face assessment than I would feel submitting a written application form. I would heartily recommend the process for future placement students. Thank you very much for organising."

**Industrial placement student at Pfizer**



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## Benefits: to employers

- Provides a structure to the placement year – a sense of the skills they are helping to develop
- Increases attractiveness of placement and increases likelihood that students will return following completion of their degree



## Benefits: to employers

*"Encouraging Pfizer placement students to take part in the Registered Scientist process offers them a great experience to talk to professionals in their field outside of Pfizer and recognise everything they have achieved in their year in industry, both from a scientific and behavioural viewpoint."*

*Recognising their vocational experience with the RSci process gives them the edge over new graduates and Pfizer is proud to support that."*



## Benefits: to institutions

- Raise profile and awareness of placements among students
- Enhances academic scholarship of placements – RSci is a peer-review process – so showcases placements to academics within the institution



## Activity

- What other benefits do you perceive from the partnership?



## Example RSci application

**D3: Participate in the design, development and implementation of solutions**

When developing new products for a vegetarian range, there was an initial texture issue – the products crumbled. I made suggestions to the development chef that seeds such as flax could be used to form a gum. I followed this up with the necessary research to find out quantities and test formulations. When this was included in the recipe texture was vastly improved. This client is now working on retailer trials of their products in order to be able to launch them later this year.

Outlines the problem  
Discusses the solution  
Describes the outcome



## Technology can help

- Mahara Demo



## Activity

- Is the support we have provided useful?
- What additional information would you need?
- How can we spread the message to employers?
- How would you roll it out at your institution?



## Lessons learnt

- Positive partnerships
- Real value in doing it
- Helps students to see bigger picture and aids transition into work





## Questions

- For us and for Lauren



## Contact us

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## Support effective stakeholder collaboration to deliver successful placement experiences using a single placement management software solution – is it worth it?/the highs and lows???

Elizabeth Asher for **Rachel Heyes** on behalf of **Inplace**

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### Abstract

#### Aims and objectives

To share in one university's journey and highlight the challenges and benefits of supporting collaboration of all placement stakeholders via a single placement software solution.

Nottingham Trent University successfully deployed a single placement management system across the whole university and are now starting to realise significant benefits for the stakeholders involved in the delivery of successful placements.

However, just 2 years ago, placement administration sat disjointedly within each of the nine University Schools, each using different business processes and IT systems. Finding and implementing a solution to meet the diverse and changing requirements of the whole university and all stakeholders has not been without a few challenges. However InPlace, the universities placement solution, is now delivering key benefits such as more effective business relationship management; accurate management reporting, data integrity and transparency, a single portal and branding for students and staff plus enabled new processes and approaches previously not thought possible.

### Presentation





### Nottingham Trent University

- NTU's origins go back to 1843.
- 9 Schools offering almost every discipline.
- Approx 28,000 students.
- Over 5,000 postgraduate students.
- 5,000+ staff
- 80+ Employability and Enterprise
- 3 Campuses.

09 November 2015 3 NTU

### 9 Academic Schools

- School of Animal, Rural and Environmental Sciences
- School of Architecture, Design and the Built Environment
- School of Art & Design
- School of Arts and Humanities
- Nottingham Business School
- School of Education
- The Graduate School
- Nottingham Law School
- School of Science and Technology
- School of Social Sciences




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### 2020 NTU Strategy (www.ntu.ac.uk)




References to iCommunity and Global

Every student will have an assessed work experience

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### Career-Edge Model



Deane Pool & Sewell (2007)

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### Top 4 UK Universities for Number of Students on Year-Long Placements (HESA)



Target (2020): 85% GP  
Currently: 67% GP

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### Key Drivers - Placements

- 2020 Creating the University of Future Strategy
- Growth in Statutory placements
- DLHE – Destinations of graduates and Graduate Prospects
- NTU Reputation/Alumni
- Student expectations? – fees versus return in investment
- Local and regional economic growth
- Competition from other universities – graduate marketplace

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### Required benefits of a new Placement system

**2012; It was identified as business critical the need to seek a placement management software solution to manage whole university provision in one place; Top 5 priorities.**

- Improved student, staff and employer engagement and satisfaction
- Visibility of placement activity – knowing the data and using it
- Improved operational consistency, flexibility and efficiency
- Improved placements policy compliance – university minimum standards
- Management of and reduction of risks – health and safety, student welfare

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### Structure of Placement Administration

**Up to 2012** -several campus based teams/individuals working in isolation of each other. Used different IT systems; Banner and Filemaker, MS Excel

Business analysis project commissioned:

- identified existing practices and approaches to placement management
- scoped the requirements of a single placement solution

**January 13** - Re-organisation (1<sup>st</sup> phase) **centralised** the placements function under a single **Employability and Enterprise Professional Services**

**November 13** – Re-organisation (2<sup>nd</sup> phase) in 3 stakeholder model (employers, students and academy). Placement management primarily sits with Employer facing team

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## Whole University Approach

### One solution...

- SMT buy-in very important
- Project Lead – Central IS
- Business Lead – Employability and Enterprise
- **Mar 13** – Tendered for a **single** placement management solution
- **Jun 13** – Purchased **InPlace**
- **Sept 13** – Initial super-user training commenced
- **Jan 14** – Live for sandwich students across 7 Schools (Opportunities module)
- **Jan 15** – Live for Placement Manager (Matching module) in Teacher Training

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## Why did InPlace win the tender?

- An off-the-shelf solution that offered a toolkit and framework to develop a system to meet the exacting requirements of our diverse placement provision
- Ability to adapt and develop the system as the needs of the business changes over time.
- 82% match to NTU's... 'must have', 'could have' and 'would like to have', requirements. All 'must have' requirements were met.
- Partnership approach to working with NTU
- Few alternatives on the market at that time.
- The QIT Team worked with us to understand our model.

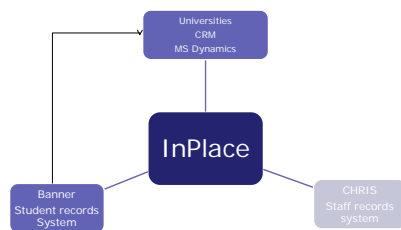


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## Systems Interface



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## User Feedback/Impact Measures



### InPlace Users;

1. Employability Business users
2. Students
3. Academics
4. Subject Administrators
5. Employers/external Agencies (not yet)

### Feedback methods used;

Student forums, academic critical friends, Business User training sessions, **Quantifiable impact measurement (not yet)**

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## Immediate business improvements...

- Transparency of data – revealing and empowering
- Single sign on, intuitive and improved interface for students
- Tracking of student applications and engagement - allowing for informed employer engagement
- Time efficiencies - uploading opportunities, sourcing and matching functionality
- Business relationship management – cross/up selling across disciplines
- Self placement for students – time efficiency



## Single University solution... Many benefits

- University business relationship management vastly improved
- Use of data to inform real action eg sales strategies
- Accurate and real time reporting – operational and MI
- Data integrity and transparency –highlighting the risks previously not seen!
- Visibility - including supervision of staff working in isolated locations
- InPlace pulled the Employability team together to standardise business processes across all placements teams, ensuring a benchmark for service delivery to all stakeholders
- Ongoing business improvement

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## Challenges/Opportunities

- Resource intensive - 1 full time systems coordinator for 18 months, primarily for ongoing configuration and system upgrades testing and leads the super user group.
- Change and managing change
- Resultant new behaviours (esp in Customer Relationship management)
- Confidence to let go of other applications – eg MS Excel
- Requirement for attention to detail – immediate reporting
- Data 'ownership' - Data feed of placement data to the university CRM system
- Maximising new features – balance between 'nice to have' and immediate business needs
- External users – trialling in 2015
- Sharing practice with Australia and UK

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## Questions?



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## Employers are from Venus, Universities are from Mars; how can we communicate better as a sector?

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### Abstract

At RateMyPlacement, we know how important placement officers are in building strong relationships with employers. But is there anything else we can do to build upon our current structure to ensure as a sector, we're not worlds apart?

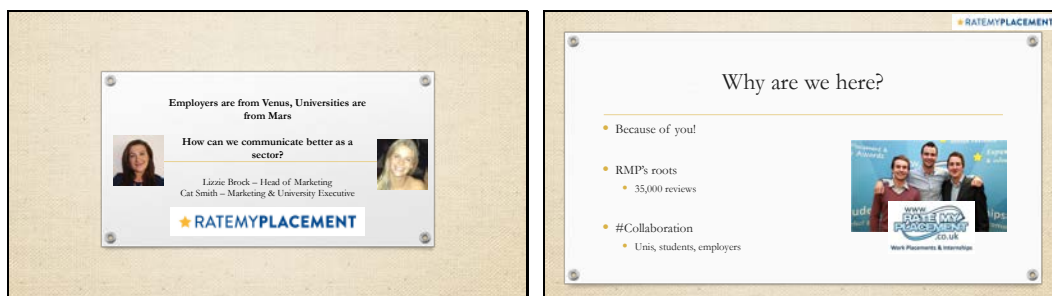
Join us as we explore a range of strategies and ideas on how to strengthen relationships with employers and most importantly, share highlights and challenges in the group.

As this is a share and compare session, please come along ready for an interactive session!


Topics will include:

- Sourcing employers
- Buy in to the placement scheme
- Encouraging employers onto campus
- Exploring collaborations / partnerships
- Communication with employers throughout the placement year
- Feedback from employers
- Ask the employer

### Presentation



Introducing...



Share & Compare!

- Four topics
- 10 minutes each to discuss
- The employer's perspective
  - Maryn Flynn, Talent Acquisition Manager at Enterprise
- Round up of key learnings
- Questions!



Topics



- **Sourcing employers**
  - What have been the most effective ways / tactics for building relationships with employers?
- **Encouraging employers onto campus**
  - How do you initiate conversation with employers?
  - What are the biggest challenges / successes you've faced when trying to build a relationship with employers?
- **Exploring collaborations / partnerships**
  - How do you engage and communicate with employers to let them know what works best on campus?
  - What has been the most successful collaboration with an employer and why?

Topics

- **Communication**
  - What's the best (working!) relationship you've had with an employer and why?
  - How often do you communicate with employers throughout the year and how?
  - How do you track employer engagement / applications for your students? Do you know where they are falling out the application process and why?
  - What are the most creative techniques you use to engage with employers? e.g. Periscope

Thank you!

Lizzie Brock – [Lizzie@mpenterprise.co.uk](mailto:Lizzie@mpenterprise.co.uk) / @Lizi801  
 Cat Smith – [Catherine@mpenterprise.co.uk](mailto:Catherine@mpenterprise.co.uk) / @CatRMP

## **“Castles and Oscars!” Improving placement engagement with innovative partnerships with Placement Peer Mentors and student led enterprise**

**Liz George<sup>1</sup> and Sheridan Easton<sup>2</sup>**

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### **Abstract**

The workshop aims to explain the four-way partnership between Employability & Enterprise, Placement Peer Mentors, Work-based Professional Studies unit leaders and student led enterprise. The partnerships have developed over several years to include a range of successful initiatives, which include:

- Three years' experience and feedback from using Placement Peer Mentors in session development and delivery
- Additional peer-to-peer interview assessment
- Castles! – Placement opportunities within Course Accredited Student Led Enterprises
- Awarding work experience and peer support at the Oscars for Events Management students!

The session will encourage discussion and ideas for the future growth these initiatives. By the end of the workshop participants will have:

- Found out about the different initiatives and student partnerships for placements.
- Proposed benefits and key elements of success of such partnerships.
- Weighed up the pros and cons of awarding prizes and Oscars!
- Discussed the impact and feedback from both students and mentors.
- Proposed ideas for developing student led enterprises in their own institution.

Several UK universities have developed models of peer-to-peer delivery however Southampton Solent University use such a scheme to improve the management of and student engagement in placements.

The workshop describes the recruitment of Placement Peer Mentors, how they were matched with appropriate course groups/timetables in order to facilitate and deliver sessions in partnership with the academic team and Employability & Enterprise. Furthermore the session will demonstrate three years of feedback from both students and Peer Mentors and evaluates the effectiveness of the



“Peer-to-Peer for placements” in terms of placement take-up and student employability skills development.

Now it has been going for three years the work has developed so that Placement Peer mentors were involved not only in placement session delivery but interview practice and feedback for over assessment one hundred students at Level 4 with Events, Adventure and Extreme Sport, Tourism and Health and Fitness Management courses.

The workshop will also focus on two further great initiatives that the The Events Management course has developed to support placement learning:

- “Solent Works” a student led events organisation or enterprise that gives work experience to other students
- “The Oscars” evening at the end of the Events Management course, awarding Oscars for various work-based related activity.

Solent Works is an enterprise run by students for students. It runs like an events company, bidding to run events and offers work experience opportunities for students to plan and deliver the events it runs. Students go through a competitive recruitment process to join Solent Works. Third years sit on the Board of the enterprise and second and first years undertake usual duties of events assistant, events planner etc, to help put together and run a range of events in the local community.

At the end of the third year Solent Works is tasked to support an evening of celebration for the third year Events Management students, with visitors and sponsors from alumni, the events industry and the University itself. Catering, music, the PA system, catering, invitations, etc are all planned and delivered by Solent Works in partnership with the course team.

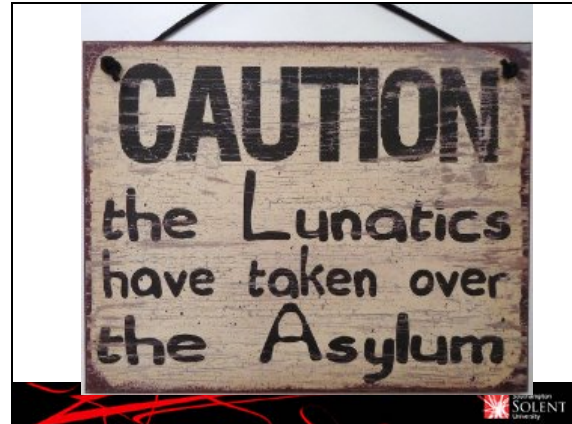
## Presentation



## Partnerships at Solent

Developed over several years to include a range of successful initiatives, which include:

- 3 years' experience and feedback from Placement Peer Mentors in session development and delivery
- Castles! - Placement opportunities within Course Accredited Student Led Enterprises
- Rewarding work experience and peer support at the Oscars for Events Management students!



## Learning theories support of practical partnerships

David R. Arendale "Foundation and Theoretical Framework for Supplemental Instruction"

- Based on "constructivism" and theories of cognitive development
- Jean Piaget - HE students have not developed strategies for learning new ideas simply by "listening to lectures and reading texts"
- "Learners must be actively involved"
- "Telling" students actually perpetuates remedial processing  
*Blais, D.M. "Constructivism: A theoretical revolution in teaching"*
- Hands on experience - "doing the real thing"  
*Dale, E. Audiovisual methods in teaching.*
- Capability is increased when encouraged by more "capable peers" *Vygotsky, L.S. "Mind in society"*



## Peer story

- Developed from the "Supplemental Instruction" (SI) model first pioneered at the University of Missouri in 1973

Also known as

- Peer Assisted Learning (PALS) in the UK
- Peer Assisted Study Sessions (PASS) in Australia
- UK universities have developed Peer2Peer (P2P) schemes to meet their own academic environments: Manchester, Manchester Metropolitan, Aston, Kingston, Bournemouth, West of England and Solent

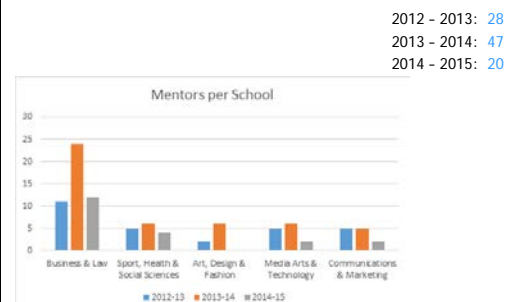


## 3 years of peer mentoring at Solent

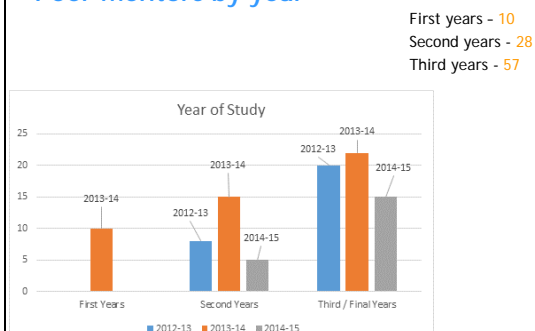
- Students were supported in their studies by more experienced students (Peer Mentors) who facilitated groups or individual mentoring sessions
- They assisted them practically to develop learning strategies and improve their understanding of, engagement and participation with subject/unit - a placement
- Learning materials and course content was developed and uploaded onto virtual learning environment.
- Peer leading occurs as a normal part of a course/unit activities and is timetabled
- As a **partnership** with course teams, mentors and central team.



## Peer mentors by year and school

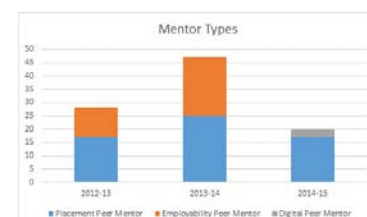


## Peer mentors by year



## 58 Peer mentors in placements

Placement mentors 58  
Employability mentors 33  
Digi - buds 4





## Academic feedback

Overall, what worked well? And what were the tangible outcomes for students and your unit?

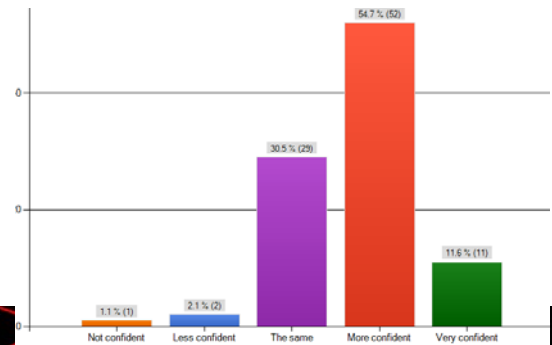
'Peer Leaders brought 'lived' experience to the sessions'  
'Students were enthusiastic'  
'Please keep doing it'

What did the students bring to the sessions that you wouldn't as a lecturer?

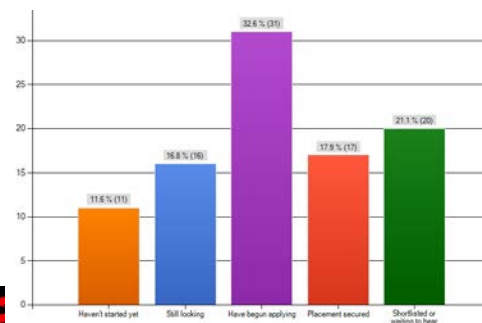
'Personal anecdotes'  
'They give a different viewpoint'  
'Experience of companies personally'  
'Actual not theoretical experience'



As a result of having peer leaders in your placement preparation unit, how confident do you feel about finding a placement?



What stage of the process of securing a placement have you reached?



## "Castles"

### Course Accredited Student Led Enterprises

Solent Works was the first of a range of Castles, providing placement opportunities for students

- ☐ Solent Works runs like an events company.
- ☐ Solent Creatives runs like a creative agency.
- ☐ ReSo runs as a fashion outlet.
- ☐ CIPs is a coaching innovation project.
- ☐ Solent Sport Coaching Academy upskills student coaches.



## "Solent Works" student led events organisation

Solent Works is an enterprise run by students for students

- ☐ Runs like an events company, bidding to run events and offers first to third years placements and work experience.
- ☐ Students go through a competitive recruitment process to join Solent Works.
- ☐ Third years sit on the Board of the Solent Works.
- ☐ Second and first years undertake usual duties of events assistant, events planner etc, to help put together and run a range of events in the local community.



## "The Oscars" run by Solent Works

- ☐ The Oscars" evening at the end of the Events Management course, awarding Oscars for various work-based related activity.
- ☐ Solent Works is tasked to plan and support an evening of celebration for the third year Events Management students.
- ☐ The Oscars hosts visitors and sponsors from alumni, the events industry and the University itself.
- ☐ Catering, music, the PA system, catering, invitations, etc are all planned and delivered by Solent Works in partnership with the course team.



## Employability and Activity Led Learning Combined Teaching for Computing Students

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### Abstract

The EC Futures team operates within the Engineering and Computing Faculty and are responsible for helping level 1 and 2 students to gain employability experience during their technical degrees. We offer faculty focussed employer insights, one to one and group assistance to students on all elements of the recruitment process, employer sponsored guidance documents, social media output for students to follow and receive up to date information, sourcing and advertising of placement roles, employer assistance with their recruitment processes and specialist placement events. However, one of the things that have always made us very unique and successful service are the credit bearing modules that I run in conjunction with the other activities of the EC Futures team.

One of the modules that I have been running over the last two years is called '**Intel Industry Projects**'. This is an Add+vantage module - a university wide initiative where students must take one free choice employability module at each stage of their degree which contributes to their academic credits.

The students on the 'Intel Industry Projects' module work in teams on a technical brief that is set and later assessed by a panel or representatives from Intel, a global technology innovator. Students work on a 10 week program to design, develop and create a prototype of an innovative product, for which they have to research the market and discuss the commercial viability. This has helped many of the students to enrich their CVs, and has also provided real project experience that they can discuss in real interviews in order to gain placement opportunities.

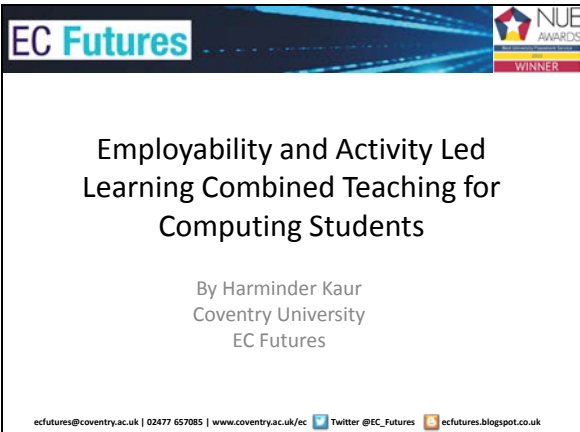
Another one of the exclusive modules that I run is with IBM, a world recognised IT, technology and business leader. '**IT Employability Skills**' has been running for 3 years, and it enables students to gain an understanding of recruitment processes, receive expert guidance and gain actual experience through mock interviews and assessments. Students are also assigned a professional IT mentor from IBM who monitors and advises throughout the module. This module allows the students to gain a comprehensive understanding of employability skills, and furthermore provides understanding of current projects, roles and skills that are needed in order to be successful in the IT industry.


Throughout the time that I have been running 'Intel Industry Projects' we have had 48 students complete the module, and 105 complete the IBM 'IT Employability Skills' module. Due to the popularity and success of these modules, the Computing department have now asked me to take over an existing module which is mandatory for all students across all 6 computing degrees for level 2 students (approximately 350+ students).


This module allows students to apply for one of the 12 projects that have been sourced and written in collaboration with key industry partners. Employers will be invited in to present a brief to the students and will outline the skills required to complete the project. Students then apply with a CV and cover letter for the project of their interest, and will be selected after a technical and soft skills interview has taken place. The interview panels will include members of the EC Futures team and key technical academics. After the interview stage, 35-40 students will be selected to work on each brief, and they will then be split into smaller teams of 5-6. The teams will then compete with one another to create a product in relation to their brief, and the employer will select the best solution at the end of the module.

This innovative module, '**Real World Projects**', has been carefully designed to enable the entire cohort to benefit from employability skills practice, give students the experience of activity led learning with a live project as well as working alongside a well-known and reputable employer.

## Presentation








## The Journey...

- Part 1; 2010 - 2011
  - EC Futures – established in 2011
  - Started with two placement advisers
  - Offered guidance to student one to one basis
  - Ran the academic module
  - Began Coventry Universities Uncovered Series
  - Began and developed the TATA Technologies exclusive scheme
- Part 2; 2011-2012
  - 2012 we took on another placement adviser and an admin support.
  - Began to write modules within Add+vantage framework.
  - Asked to take over an existing IBM module – IT Employability Skills.
  - Started to write employer sponsored booklets.
  - Started the EC Futures Advisory Panel
  - Recruited an Employer Engagement Officer

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## The Journey... continued...

- Part 3; 2013-2014
  - Ran the employer led modules
  - Started drop in sessions
  - Recruited another Placement Adviser
- Part 4; 2014-2015
  - Won the best placement service UK
  - Leading development for universities mobility system.
  - Began teaching on the Real World Projects module

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## EC Futures

National Undergraduate Employability Awards

Supported by theguardian agr ogecs

**EC Futures Winner of the Best Placement Service in the UK 2015**

Shortlisted for: Best Placement Service in the UK 2014

Winner: Teaching Excellence Award for Employability 2014


University World News 'EC Futures is a striking example..... it has provided some spectacular results for all parties.'  
Dr Anne Corbett - London School of Economics

Coventry University Winner of Guardian University Award for Employability 2015



## EC Futures

### Where our students complete placements





## EC Futures

### The Present

- One placement adviser for each department;
  - One to one guidance on CVs, Interviews, Assessment Centres and Application forms.
- Academic workshops and lectures around employability
- Drop in/ free sessions for students to attend
- Employer insight sessions – Tuesdays
- Uncovered Series
- Careers Fair

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## EC Futures

### Academic Content;

- Professional Experience Module
- Engineering – Placement Preparation
- IBM – Employability Skills
- Intel – Industry Projects
- Heavily involved in the Real World Projects module

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## EC Futures

### Intel Industry Projects

- 10 week module
- Students were given a technical brief
- Within set groups they were expected to create a solution
- They must design, develop and create a prototype of an innovative product.
- For which market research and commercial viability is the key.

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## EC Futures

### IBM – IT employability skills


- Gain an understanding of the recruitment procedures
  - CV and application process
  - Telephone interviewing
  - Presentation and psychometric testing
  - panel interviews (with IBM and EC Futures)

IT mentor; advise on IBM roles, projects and company developments.

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'The EC Futures team has been instrumental in improving this scheme year on year, to meet changes in the work place'



### The Results

- We have had 48 students complete the Intel module. Where 30 of them managed to secure technical placements.
- 105 students have completed the IBM module since I have been involved at we have had 81 students secure technical placements.
- 303 12 month Placement students.


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### The Future

- After being heavily involved in the old structured module - Placements shot up from 35 in the previous year to 93 this year (target was 60)
- Moving from 50 university based projects to 10 employer led projects.


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### Delivery Partners

1. Intel
2. IBM
3. TATA Technologies - JLR
4. MIRA
5. NHS Protect
6. FDM
7. Lockheed Martin
8. Qinteq
9. Malhe Powertrains
10. Procert


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### Module Structure

- Employers will be invited to present their project proposals to the students within the first semester
- They will have a series of lectures around key aspects of employability to assist in this process
- Students will then apply for their desired project with a CV and covering letter by end of November; with panel interviews with Academic and Employability staff by the end of first semester.


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### Allocation process

- Both the Academic team and EC Futures team will look at the applications and conduct the interviews before decisions are made on which project is allocated to the students
- Students will be informed end of January which project that they have been selected for.


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### Project work

- Students will be then divided into smaller multi disciplined groups of 5-6
- Each of the technical projects will have an academic allocated to it; selected by their area of expertise.
- Weekly lectures will continue with employer insights; where non project employers will have the ability to present.
- They will have 4 hours of tutorial time which will all be timetabled slots
- Groups will present their project solutions back to the employers for them to pick the best idea. Competing amongst one another.

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### Deliverables

- Technical report of the project solution
- Copy of the group presentation
- Evaluation of the students contribution to the task
- Revised CV which includes the project
- Identification of 3 transferable skills that were developed throughout the module and description using CARL framework.

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**18a**

## **Not just an Admin Office - Expanding the Role of a Placement Support Service**

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### **Abstract**

Supporting students, staff and partner employers requires effective systems for the planning and recording of placements, risk management, and sharing information. It can be a fast paced environment and challenging for all involved to assimilate and retrieve a wide range of information about students and placements. The Work Based Learning Support Office is the only dedicated placement service within the University of Worcester and has gradually extended its remit from a fairly narrow role of placement planning and recording to encompass:

- Risk management
- Management of Practice Placement Panels
- Links with Boards of Examiners and liaison with Registry Services
- Supporting quality assurance processes
- Close working with academic teams and partner colleagues
- Management of practice assessment submission process and placement resits
- Links with professional bodies and NHS Bursaries Agency

By fully utilising an experienced administrative support team the responsibility of keeping abreast of placement issues is shared between academic staff, administrative staff, and employers, with each having clear responsibilities. This has enabled us to achieve robust record keeping and decision-making, effective risk management, better communication, and enhanced support for students.

The service works with courses offering a variety of models of placement opportunity and is gradually ensuring good practice is shared across the diverse range of programmes.

The presentation will cover five main slides to highlight partnership working:

1. Quality assurance of placement areas
2. Placement allocations
3. Recording and providing information
4. Assessments



## Presentation

### "Not just an admin office". Expanding the Role of a Placement Support Service

ASET Conference 2015

Sandra Phillips

Head of Work Based Learning Support and Employer Engagement  
Institute of Health and Society, University of Worcester



### Partnerships & Remit

- **Allocate placements** across 9 pre- and post-registration health-related programmes leading to professional registration
- **Provide placement-related support** to another 9 programmes which have compulsory work based learning
- **External partnerships:** Health Education West Mids, NHS Trusts, independent and voluntary sector providers, Probation Service, Youth Offending Teams, local authorities, hospitals and universities overseas, NHS Bursaries Agency, NMC, HCPC
- **Internal partnerships:** Registry Services, lecturers, student advisors, other professional support teams and students



### Aim

- A comprehensive service which enables the University, its students and partners to have full confidence in the planning, recording, risk management and monitoring of placement-related activity
- Involvement in many different functions related to placement/support and record keeping has had many benefits for all involved
  - Quality Assurance and Risk Management.
  - Recording and Provision of Information.
  - Assessments.



### Quality Assurance and Risk Management

- **Pre-placement checks:**
  - Students: DBS, Occupational Health.
  - Placements: employer and public liability insurances, health and safety questionnaire
- **Administration of placement audit records**
- **Placement evaluations**
- **Mentor/educator databases**
- **Assist with external audits and inspections**



### Recording and Provision of Information

- **Manage placement database** for our Institute. Record all placements used and enable students to see type of experience offered
- **Student placement record:** recording all student placements, dates, type of experience, absences from placement, additional requirements
- **Liaison with Registry Services** around student status issues
- **Advise NHS Bursaries** of changes to status and administer NHSBA practice placement expenses scheme
- **Supply data** to Health Education West Midlands and partners



### Assessments

- **Convene and manage placement panels** – enables clear and robust decision making and communication
- **Check practice assessment documents** and report to module leader
- **Attend Boards of Examiners** – provide information to Board. Enables team to record and act on decisions relating to students and placements
- **Nursing and Midwifery:** provide final 'sign off' of placement hours and mandatory experiences
- **Provide NMC with confirmation** of course completion



### What Next?

- Part way through a process of extending process to other programmes across the Institute
- Build data monitoring and reporting capacity
- Remembering that one size doesn't fit all
- Sharing good practice – other faculties; Uni WBL Task Group
- Additional quality assurance role
- Staff development





18b

## The Complexity of Collaboration within Placements – From Course to Campus to Central Service

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### Abstract

The University has 9000 undergraduates and 1000 postgraduates and whilst technically a new university it traces its history back to the Mechanics' Institute of 1834 and the Cheltenham Training College in 1874.

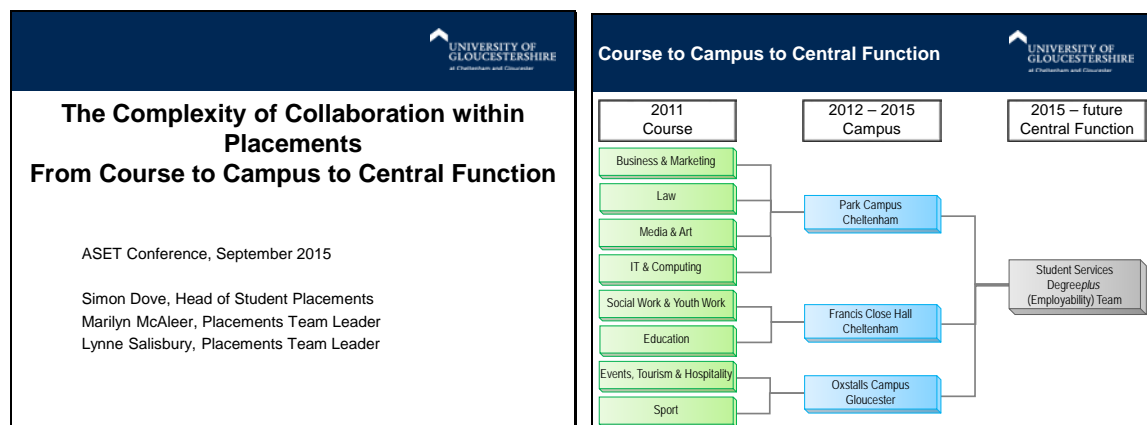
There are three main campuses based in Gloucestershire, two in Cheltenham (FCH and Park) and one in Gloucester (Oxstalls). There are now over 3000 student placements every year.

In 2011 the University of Gloucestershire announced that the seven separate course based placement teams would report to a University wide Head of Student Placements and be based centrally within a Student Employability Team as part of the University's Student Services Department.

At the same time and on the back of an undergraduate curriculum review the number of work related learning modules was increased and also the new Degree Plus employability initiative was launched. This has been a challenging journey with the change being more difficult for some members of staff than others. We have rolled out new systems, changed reporting structures, added modules, enhanced reporting, and increased scrutiny of processes, procedures and placement providers.

We are looking at a reflection upon the last four years to consider how successful the process has been, review the challenges and to consider where we are going. Comments and observations would be welcomed.

### Presentation



Our 'inspiration' for change came from an internal Administration Review			
<b>S Strengths</b> <ul style="list-style-type: none"> <li>• Close alignment to subject areas</li> <li>• Specific and relevant knowledge</li> <li>• Perceived as successful</li> </ul>		<b>W Weaknesses</b> <ul style="list-style-type: none"> <li>• A range of processes and procedures</li> <li>• Limited sharing of data</li> <li>• Duplication of data</li> <li>• Lack of confidence in data</li> <li>• Isolated placement functions</li> <li>• Protective and closed</li> </ul>	
<b>O Opportunities</b> <ul style="list-style-type: none"> <li>• Administration Review</li> <li>• Curriculum Development Review</li> <li>• Staff development of knowledge</li> </ul>		<b>T Threats</b> <ul style="list-style-type: none"> <li>• Staff resistance within placements and from academic teams</li> <li>• Damage to relationships with Placement Providers</li> <li>• Increasing requirement to hit KPI's</li> </ul>	

What we did – the journey!		
<b>1 Discovery</b> <ul style="list-style-type: none"> <li>• 12 months to learn about each other</li> <li>• Definition of a 'UoG placement'</li> <li>• Several approaches</li> <li>• Different databases <ul style="list-style-type: none"> <li>• Access</li> <li>• Spreadsheets</li> <li>• Bespoke</li> <li>• SITS</li> </ul> </li> <li>• Staff attitudes/resistance</li> </ul>	<b>2 Make Changes</b> <ul style="list-style-type: none"> <li>• Merging of staff locations/offices</li> <li>• Shared documentation</li> <li>• Merging of databases <ul style="list-style-type: none"> <li>• SITS</li> <li>• CareerHub</li> </ul> </li> <li>• Begin to use common approaches and systems</li> <li>• Staff acceptance</li> </ul>	<b>3 Review and Enhance</b> <ul style="list-style-type: none"> <li>• Further location/office changes to work with wider Degreeplus Team</li> <li>• Acceptance that some differences are necessary</li> <li>• Consistent reports to Senior Mgmt</li> <li>• Staff actively engaged in making improvements</li> </ul>

Why? – What was it all for?	
<ul style="list-style-type: none"> <li>✓ Enhanced confidence in placement information</li> <li>✓ More robust and streamlined procedures</li> <li>✓ Common data approach &amp; better data sharing <ul style="list-style-type: none"> <li>• Still close alignment to subject areas</li> <li>• Specific relevant knowledge</li> <li>• Easier to provide statistical information</li> <li>• More supportive &amp; flexible staffing</li> <li>• Much greater understanding of placements</li> </ul> </li> <li>✓ Enhancing placement quality</li> <li>✓ <b>Enhanced student experience</b> (QAA Commended)</li> </ul>	

## **New adventures in event based engagement – worth repeating or not?**

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### **Abstract**

**Aim** – Host an event where first and second year PR students could interact and engage with industry professionals with the potential of being asked to complete work experience or a sandwich placement. Each student was asked to complete a poster of their own choosing to show their experience, interests, etc.

**Funding** – As this was the first event of its type, the programme leader put together a successful bid in securing funding.

**Audience** - All first year and second year PR students, select placement companies, alumni within the industry, and the professional body were invited.

**Event logistics** – The event took place on one floor. The first year students had a big space to showcase their posters while the second year students had their space at the other end of the floor. In the middle there were various interview spaces for the employers to use in talking to students. There was also an Employer space for employers for their comfort.

**Day Schedule** – The day began with a welcome from the programme leader to the employers with a brief outline. The employers had a few hours to go through both first year and second year areas and provide feedback on their posters. It was also a chance for them to select three candidates to interview in the afternoon.

The interviews took place and all employers had three candidates to interview.

**Result** – The day was deemed a success as the first year students confirmed that due to taking part in the event, they were very much more aware of what was going to be expected of them the following year when they applied for their sandwich placements. The second year students enjoyed the event as it also increased their awareness of the immediate future. The general employer

feedback was that they would like all academic programmes to have a similar event. The professional body representatives were pleased that so many different stakeholders had the opportunity to come together.

Future – While the event was deemed as a success, the real question will be if the event can be sustainable without relying upon additional funding from the University. Research is currently being carried out amongst the attendees to try to address this question.

Reason to submit for Something to Share Discussion – As this showed a positive result from students, employers, alumni and professional body, I think it would be of interest to ASET members.

## Presentation

 <p><b>Something to Share Discussion</b> New adventures in event based engagement</p> <p>Vianna Renaud, Placement Development Advisor Faculty of Media and Communication</p> <p><a href="http://www.bournemouth.ac.uk">www.bournemouth.ac.uk</a></p>	 <p><b>Background</b></p> <ol style="list-style-type: none"> <li>1. Fusion Bid – Link between academia, industry and learning</li> <li>2. PR Society – Student Club for Final Years</li> <li>3. Placements Team             <ul style="list-style-type: none"> <li>Placement Development Advisors – Employer contacts</li> <li>Placement Coordinators – Administrative support</li> </ul> </li> <li>4. Careers and Employability – Central Team</li> <li>5. University Events Team – venue and catering logistics</li> <li>6. PRCA – Professional Association</li> <li>7. Alumni – invitees as employers</li> </ol> <p><a href="http://www.bournemouth.ac.uk">www.bournemouth.ac.uk</a></p>
 <p><b>Event Highlights</b></p> <ol style="list-style-type: none"> <li>1. All first year and second year students displayed their CV as a poster.</li> <li>2. They had an opportunity to discuss their posters with employers, teaching and professional staff.</li> <li>3. Companies were able to interview three candidates.</li> <li>4. Various first year students were offered summer work experience opportunities.</li> <li>5. The university was able strengthen ties with industry and the professional body.</li> <li>6. The link with alumni was maintained and developed.</li> <li>7. Student feedback was that it succeeded in opening their eyes to the competitive nature of the industry and helped motivate them to gain additional experience.</li> <li>8. Employers enjoyed engaging with the University and PRCA.</li> <li>9. Overall the feedback was positive and both students and employers expressed interest in similar events taking place in the future.</li> </ol> <p><a href="http://www.bournemouth.ac.uk">www.bournemouth.ac.uk</a></p>	 <p><b>Lessons Learned - Feedback</b></p> <ol style="list-style-type: none"> <li>1. The importance of timing.</li> <li>2. Separation between available placement students and those that already have placements.</li> <li>3. Clear guidelines for both students and employers to better manage expectations.</li> <li>4. Have a clear coordinator or lead on the event to handle key monitoring activities both before and after event.</li> <li>5. Not underestimating the work load of organisation the necessary logistics.</li> </ol> <p><a href="http://www.bournemouth.ac.uk">www.bournemouth.ac.uk</a></p>



## Discussion

- Have you organised similar events on your campus?
- What have been your key learning outcomes? Both positive aspects and things that need more work.

[www.bournemouth.ac.uk](http://www.bournemouth.ac.uk)

5



## Future events?

### Will.....

- Fusion funding, or other university funding, be possible to secure?
- companies be willing to pay to participate in the event? If not, how much?
- the professional body be willing to sponsor or contribute funding?
- the initial employers return?
- there be one member of staff that can take this on in addition to their responsibilities, or is there resourcing to fund the additional administrative and operational support?

**END CONCLUSION:** A wonderful one off event, but how,  
and can, we make this a sustainable event for all involved?

[www.bournemouth.ac.uk](http://www.bournemouth.ac.uk)

6

## Improve Student Employability with a University IT Agency and Work Related Learning modules

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### **Abstract:**

This paper presents an initiative to use an internal IT agency to guarantee all students in a range of computing programmes with at least one compulsory work opportunity for their work related learning module. The aim is to improve our student's employability on these programmes. Our findings in the past 3 years have indicated that this initiative has helped to steadily improve our Computing student's employability awareness and their employment opportunities. Further plans are being made to expand this model to other programmes.

### **1. The problem**

There have been reports of IT skills shortages in UK industry, yet again computing graduates are reported to have the worst unemployment rates of any subject at 14% [CPHC, 2012]. Academic qualification is no longer enough secure jobs for graduates. In 2012, a survey of employers carried out by CBI revealed that 81% of employers valued employability skills as the most important factor when recruiting graduates [CBI, 2012]. A more recent report from CBI [CBI, 2014] suggested that nearly half of employers are concerned with the quality (48%) and quantity (46%) of STEM graduates, and this appears to arise from a perception about a lack of general work experience. Nearly two thirds cite relevant work experience as one of the most important factors when recruiting graduates.

What is employability? Yorke has defined employability as the combination of qualifications, knowledge, skills and personal attributes, which enable graduates to obtain a job and to succeed in their chosen occupations, with benefits for themselves and for the whole labour market, community and economy [Yorke, 2006].

A number of works have been conducted to address this issue. For instance research has been carried out on how alumni can be used as a key resource to improve student employability awareness and to add value to students' qualifications. [Jing et al., 2011] So that all students can improve on their employability, there is a need to look at the curriculum design; employability should be one of the main targets of universities [Knight and Yorke, 2004] and one of the objectives of curriculum design.

### **3. Our solution**

As part of the curriculum review in 2012, a work related learning framework has been designed to build work experience and employability into our curriculum. A number of initiatives have been carried out to create work opportunities for students in these work related learning modules.

#### **3.1 Work Related Learning module**

What is work related learning (WRL)? The Quality and Curriculum Authority [QCA, 2003] defines work-related learning as:

*"...planned activities that use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work."*

A framework as shown in figure 1 has been designed to manage this initiative. A number of staff roles have been defined in this framework to guide students through this framework. The module leaders take academic responsibility for the module and ensure that learning outcomes are achieved by students. WRL coordinators are subject experts in each course cluster in the school and act as the subject contact point for students in the work related learning module. Each student is also assigned an academic who is tasked with running the weekly supervision sessions.

One of the key challenges is to secure work opportunities for WRL students. The WRL learning manager as shown in Figure 1 is to collect all work opportunities. (S)he will oversee the work opportunities – WOWbiz (see section 3.3), the WOW agency (see section 3.2) or other external work placement. Students will apply for these positions, then get selected and assigned with these work opportunities. All students will be guaranteed a position.



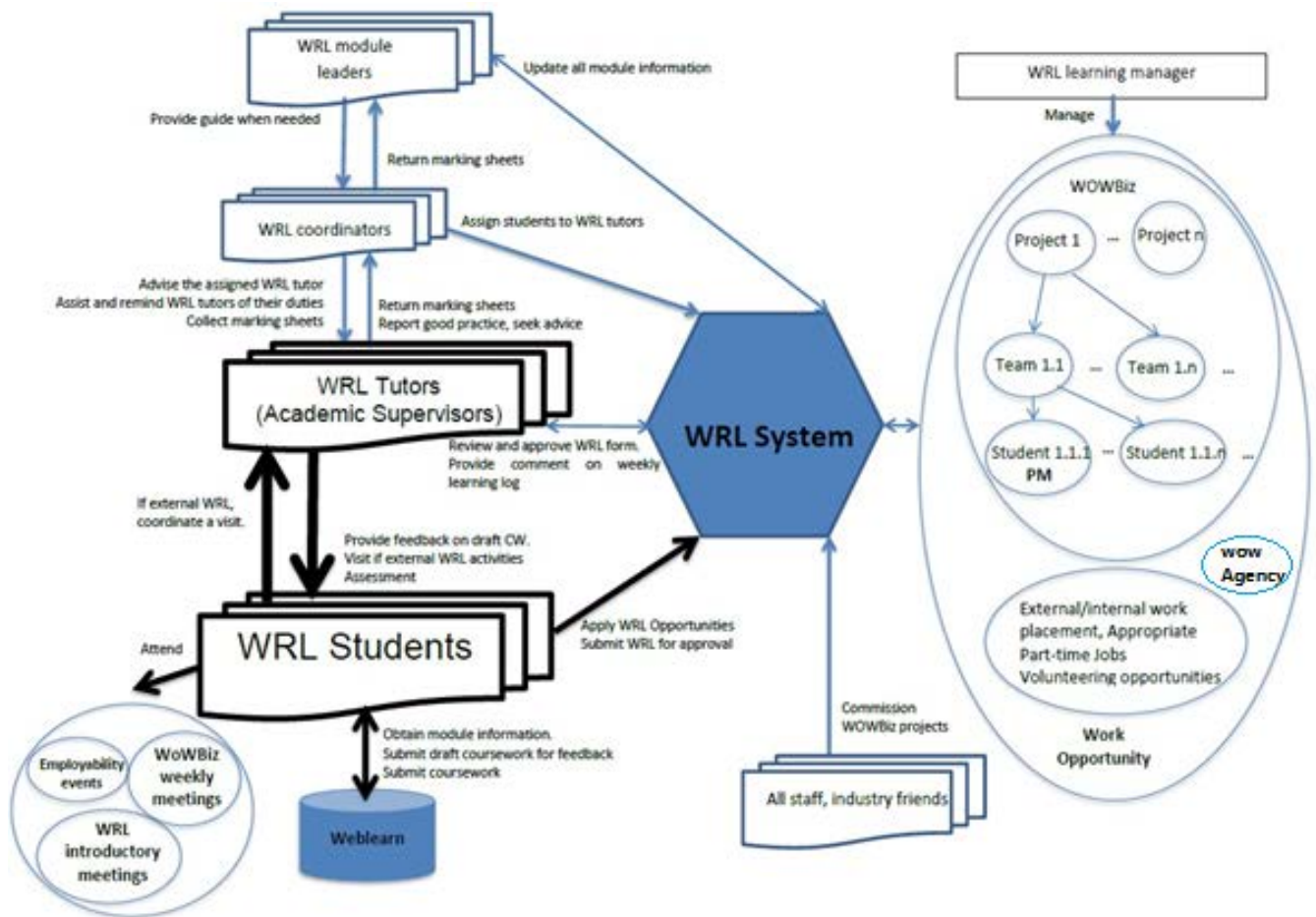


Figure 1. Work Related Learning Framework

### 3.2 The WOW agency

The WOW agency is a university commercial IT agency managed by an academic supported by a project manager. It employs selective students and graduates to work on commercial projects at affordable rates to businesses. Students and graduates are paid an hourly living wage. Students have the opportunity to observe how a commercial agency operates. It is not a trivial task to secure suitable commercial clients and projects in the highly competitive commercial world. Another key challenge is the quality control of products from the WOW agency to ensure a high commercial standard. The agency has secured highly successful projects from clients including big organizations such as Comic Relief as well as SMEs and start-up companies such as Rockfig and Collier International.

The WOW agency (shown in Figure 2) will use a number of channels to secure projects. The promotion channels include website, event promotion, social media, word-of-mouth. Once a project is proposed, it needs to pass a project evaluation process, and project negotiation process before the project can formally be commissioned.

Students will be selected and trained to fit the skill requirements of the WOW agency projects. Students will be shadowing on a project for a short period of time before they can be formally assigned



Due to the competitive and commercial nature of the WOW agency, not all students can be employed by it. To make ensure that the rest of the student body can also benefit from the agency, an internal virtual business named WOWBiz has been set up. The key difference compared to the WOW agency is that WOWBiz offers business and charity organizations free IT solutions by working with our students who registered on a Work Related Learning module. WOWBiz organizes students in groups to work on projects proposed by real clients. Students learn in the context of working and gain work related learning experience. The key challenge for WOWBiz is to manage client expectations. As students learn while working on projects, it may not always be possible to develop a fully functional product within a defined timeframe. However, most clients appear to accept it since WOWbiz offers this service free to businesses.

Since the launch of WOWbiz, over 700 students have taken and completed successfully the work related learning module via this initiative.

#### 4. Findings

A survey has been carried out among 50 WRL students in the 2014/2015 autumn semester cohort. The outcomes of this survey shown in Figure 3 and Figure 4 have clearly indicated that students have a much better understanding and appreciation of how their chosen subject can be applied in the real world on real projects.

##### How much do you think you have improved your professional skills

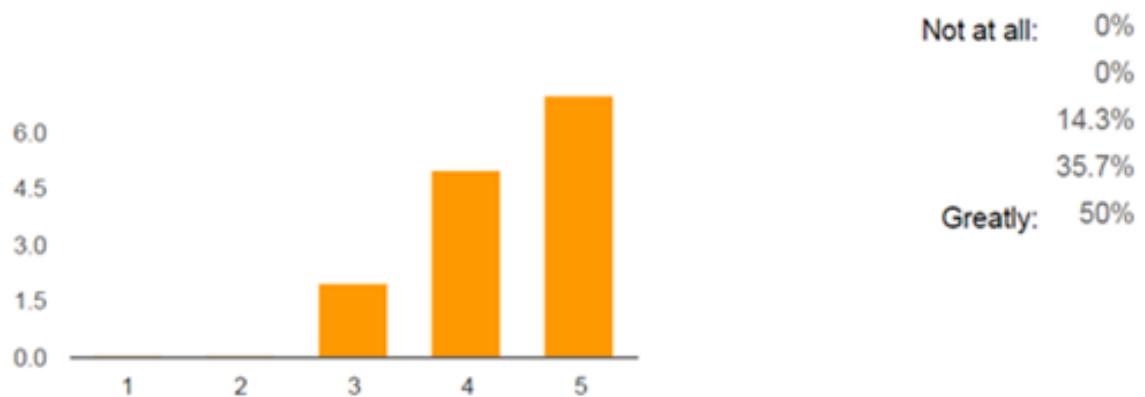


Figure 3 Student survey question 1

##### How much do you think you have improved your team working skills?

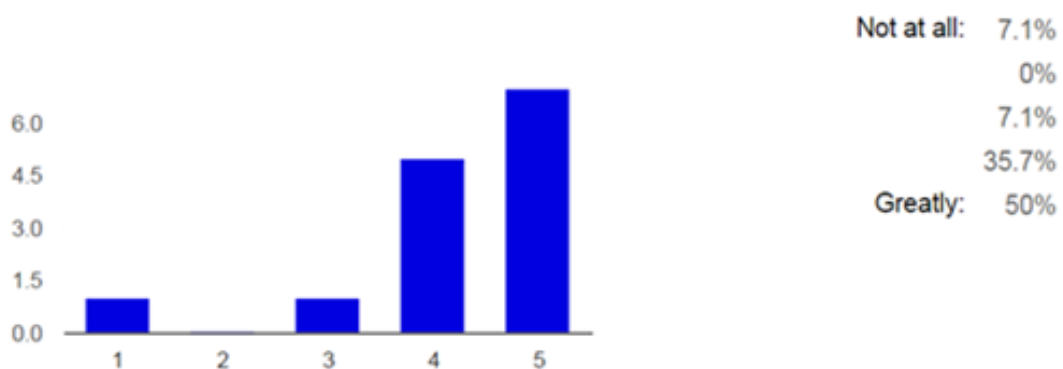


Figure 4 Student survey question 3

An improvement in DLHE (Destination of Leavers for Higher Education) has also been observed for these programmes [HESA, 2015]. The recent DLHE data shown in Figure 5 has shown courses with WRL as one core module has performed noticeably well compared to those that do not have WRL as one core module. Figure 6 further indicates that courses with WRL as a core module has their DLHE data improved in 2013/2014 compared to that of 2012/2013.

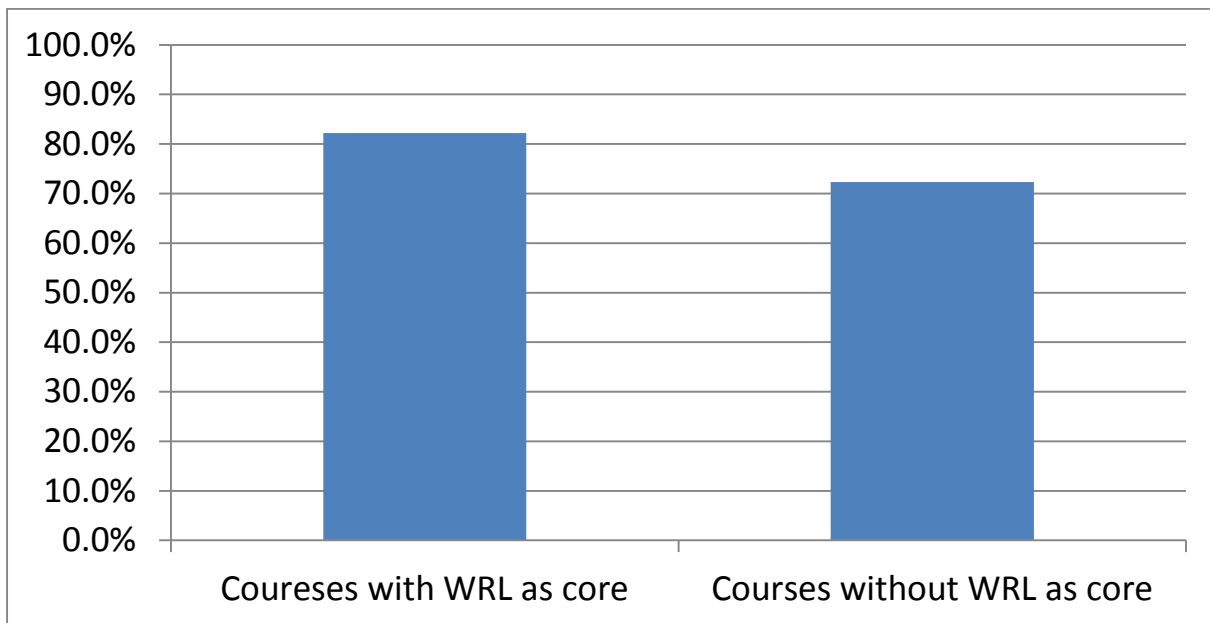


Figure 5. DLHE data comparison between Courses with WRL as a core module and courses without WRL as a core module

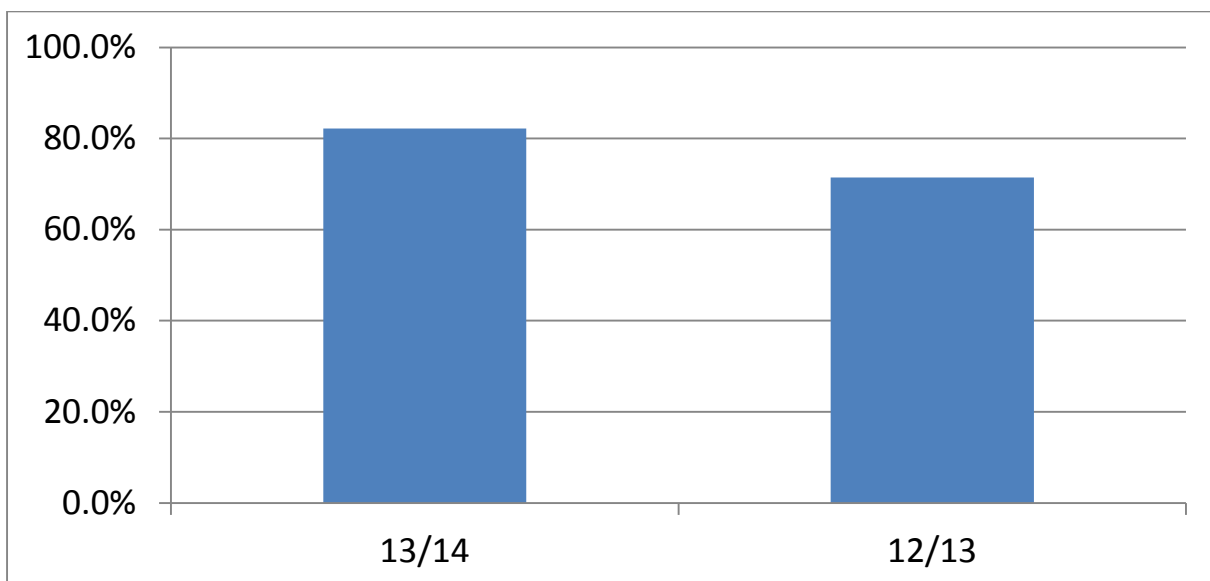


Figure 6. DLHE data improvement in 2013/2014 compared to the data in 2012/2013 for courses with WRL as a core module

## 5. Discussion and future works

The work related learning modules have been offered to our students for over 2 years, evidence collected so far strongly indicates that the modules have helped to improve student's employability awareness and improve the DLHE. There is a plan in the university to expand the offering to all courses in the university. It is inevitable that it is needed to reflect on what worked well so far and what can be improved. The following have been proposed as the future works:

1. Explore how the work related learning framework can be adapted for a much larger scale offering of this framework to different subject areas.
2. Carry out a review of all course programmes and work with course teams to propose any work related options and opportunities for students on the courses.
3. Create a CRM system to record and collect work opportunities and monitor the student applications and learning progress.
4. Create a recruitment service to recommend students to employers for internship, placement and graduate positions.

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## Students as Active Participants in Developing their Employability: The Career Investment Programme at the School of Tourism and Hospitality, Plymouth University

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### Abstract

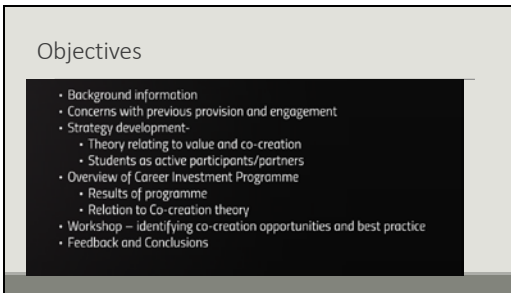
As Placement and Employability professionals, we are all too aware of the increasingly competitive graduate market, and the need for students to develop their employability skills and attributes. Although universities offer numerous opportunities for students to enhance their employability, encouraging students to take *ownership* of their development and engage in these activities can be challenging.

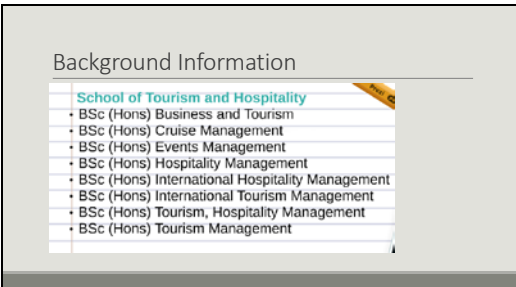
At the School of Tourism and Hospitality (Plymouth University), we believe that engaging students as active participants in their development is crucial and, with this in mind, in 2013 we launched the Career Investment Programme (CIP) as a strategy to encourage student participation. Based on a partnership approach, the programme has proven to be successful in terms of engagement and in maximising students' employability prospects.

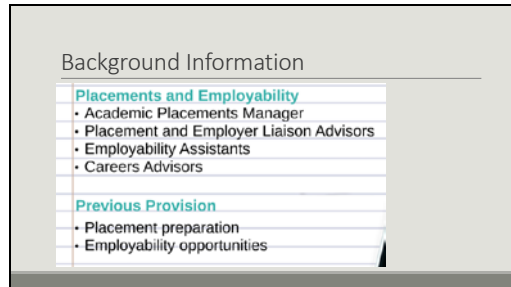
This presentation will provide an outline of the Career Investment Programme, as an example of best practice in supporting students' development and enhancing their employability.

### Presentation















### Reminder of Aims of CIP Strategy

Raise students' awareness of employability  
Improve engagement in developmental activities and placement preparation sessions  
Encourage students to take ownership of their development  
Increase numbers of students on placement  
Improve students' ability to articulate learning  
Value for money  
Improved student experience and NSS results

### Results

Small increase in numbers of student on placement, and improvement in placement preparation attendance  
Numerous positive comments in NSS and School Committee Meetings  
Students citing CIP activities as instrumental in securing placements or graduate opportunities  
Students communicating details of trainers and workshops  
Those that are engaging able to articulate learning  
Increased numbers of students seeking support/one-to-ones  
From zero to little engagement in workshops/extra-curricular development activities to:  
- 43% of stage 2 students  
- 27% of final year students

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### Activity

### Quote of the Day:

"Tell me and I'll forget;  
Show me and I may remember;  
Involve me and I'll understand."

Chinese proverb

## University of Sussex Catalyst Programme – Flexible student employment to enable small business growth

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### **Abstract**

Many smaller companies are reluctant to take on student interns due to a number of factors - including the recruitment process, time to manage and train, lack of office space, payroll consideration and requirement to purchase additional equipment. But they do need additional resource, often to address tasks such as social media, marketing, market research and blogging which a student intern would be ideal to support.

Catalyst is a team of students who are full time, paid, employees of the Sussex Innovation Centre who are available to companies on a per project basis, fully managed and supported by a programme manager. This creates a risk free solution for companies to gain additional resource on an as and when basis, whilst also offering the students a unique placement year experience.

Since launching in June 2014 the Catalyst team have worked on over 50 projects for companies in a wide range of sectors - from University commercialisation projects through to blogging about growing mushrooms in recycled coffee grounds to stock market analysis. The project has delivered tangible results for the clients, leading to new insights, new business and jobs.

The students have all gained diverse business experience, built a strong appreciation of their own strengths and weaknesses whilst also developing their skillset and improving overall employability. Through the year there have also been team training days - Barclays hosted the team in Canary Wharf for an Innovation in Payments day for example, as well as one to one development with senior support team members. The team have also been involved in recruiting the new in-take, sharing their experience with interested students and helping with the decision making process.

### **Workshop aim**

To share experience and discuss how other Universities have addressed similar challenges with engaging companies Understand how many Uni's have innovation centres and how closely the

placement team work with the businesses there - is there any reluctance to engage Communicating great opportunities to students - best channels What reasons do small businesses give other Uni's for not working with students - what are the common preconceptions/ issues?

### Issues Addressed

- Motivating students to see value of a placement year Engaging companies to see the value of a student resource
- The challenges of planning how many catalyst team members are needed each year
- Are there periods where members are without projects? If so, what happens during these periods?
- How do you assess whether a project is suitable for a catalyst team member? And what is the process for allocating projects to them?
- How does a business get involved with the catalyst scheme?
- What are the key challenges of running the scheme?

### Presentation

 <p><b>University of Sussex Catalyst Programme</b></p> <p><b>Flexible student employment to enable small business growth</b></p> <p><b>Ian Pierson &amp; Joanna Budd</b></p>	 <p><b>Workshop</b></p> <p>We want to use this session as an interactive hour to share experiences of placement challenges and successes.</p> <p>We also want to tell you about our alternative approach to placements – the Catalyst scheme.</p>
 <p><b>Sussex University Placements Model</b></p> <p>Business Liaison and Placements Team (BMEc):</p> <ul style="list-style-type: none"> <li>• Ian Pierson – Business Liaison Manager – BMEc</li> <li>• Joanna Budd – Employer Engagement Coordinator – BMEc</li> </ul> <p>Central Placements and Internships Team</p> <ul style="list-style-type: none"> <li>• Careers and Employability Centre</li> </ul>	 <p><b>Challenges of placements</b></p> <p>What reasons have you been given for a company not taking on a placement?</p> <p>Is there a size or type of company who in your experience is more likely to take a placement student?</p> <p>What reasons have you been given for a student not considering a placement year?</p> <p>How have you overcome these reasons?</p>

### The Concept



- Small companies are less likely to take on students but need support
- Interns and placement options do not fit their business profile
- Students are daunted by choosing one role for a year
  - Would value a role which offers diversity
  - Risk free experience of many disciplines
  - Great CV of client case studies

### Catalyst



### Engaging students



### Sussex Innovation Centre



At Sussex we have the Sussex Innovation Centre, which opened in 1997 and is now wholly owned by the Uni.

Over 105 companies are members of the Innovation Centre and the senior support team there not only support the growth of the businesses but also University commercialisation, working with academics to define opportunities and take their solutions to market.

### What is Catalyst?



VIDEOS

### Process



- Won HEFCE funding Oct 2013
- Programme Manager started March 2014
- Started interviewing for students
- First full time team member started June 9<sup>th</sup> 2014
- Team joining dates staggered to allow for individual coaching and project pipeline

### Initial challenges



Totally new solution

- Companies had to be educated
- Partially funded – needed to set an hourly rate that was attractive & viable
- No idea what our students were capable of delivering







### Students – the first batch



- 6 placement year
- 3 final year
- 2 graduates

Business, International Relations,  
International Development, Philosophy.

- 3 were asked to leave
- Mental health
  - Lack of commitment
  - Client complaints

<p><b>Impact of Catalyst</b></p>  <p>Video – what impact has Catalyst made  Clients/ simon/ pete/ mike  Steve/students</p>	<p><b>Year one results</b></p>  <p>54 clients  100+ projects</p> <p>Projects have created business growth, investment and jobs</p>
<p><b>The new batch</b></p>  <p>Placement year student recruit proved a challenge  As did women – only one so far</p> <p>2 Physics Masters  2 Business Masters  1 Business Placement  1 Law Graduate  1 Business Graduate  1 International Relations Graduate  + still busy interviewing, over 70 to date</p>	<p><b>Future plans</b></p>  <ul style="list-style-type: none"> <li>Sussex Innovation Centre is expanding to East Croydon and Brighton</li> <li>Catalyst funding finishes on the 31<sup>st</sup> July 2016 <ul style="list-style-type: none"> <li>Funding reduced in final year so hourly rate increased</li> <li>New team contracts all finish on that date</li> </ul> </li> </ul>
<p><b>Questions for you</b></p>  <p>Do any of your Universities have innovation centres either wholly owned or affiliated with you?</p> <p>How do you engage with them for placement years?</p> <p>Do the companies work enthusiastically with the Uni?</p>	<p><b>A message from Lucy...</b></p>  <ul style="list-style-type: none"> <li>Lucy Video</li> </ul>

23a

## Building and Maintaining Partnerships which Deliver

**Ron Laird**

School of Engineering, Ulster University  
028 9036 6264  
[rj.laird@ulster.ac.uk](mailto:rj.laird@ulster.ac.uk)

### Abstract

Successful placements derive from partnerships more than from systems, although the latter are essential for efficient administration. Partnerships derive from engagement with people whether student engineer or company representative in consultation with the placement coordinator.

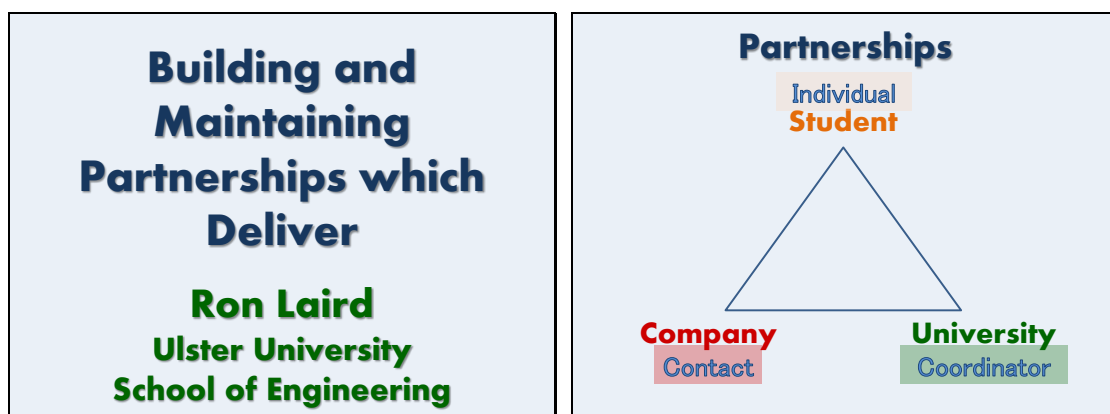
This session will discuss the formation and sustaining of positive relationships between the student engineer and the placement coordinator from course enrolment through to the end of the placement year. The role of personal development planning, preparation for placement and attributes of focus and determination will be considered. Details of challenges and sustaining measures will illustrate the reality of managing a cohort of student engineers into placements of their choice where the result is some 60% gaining indications of future employment from their placement organisations.

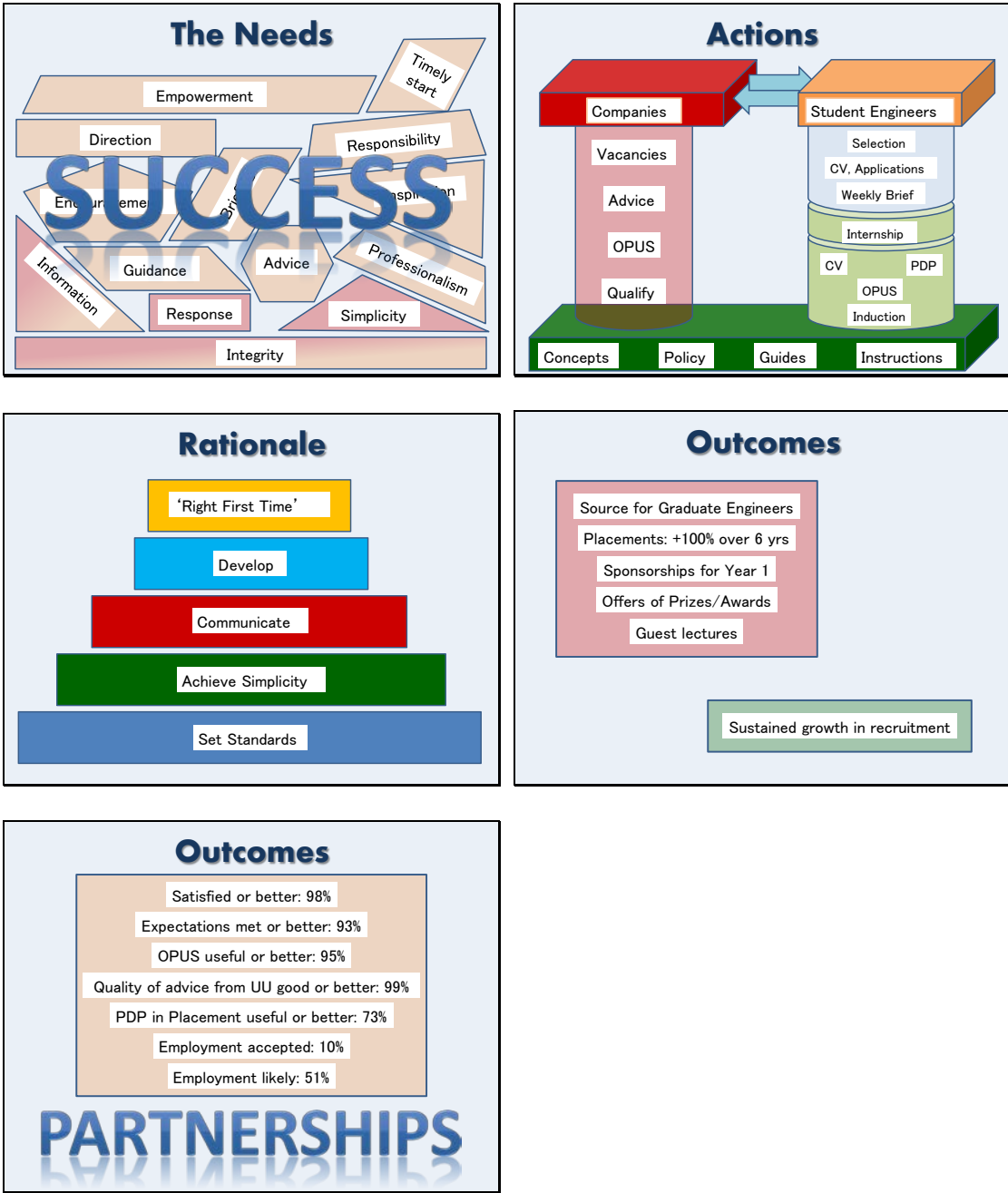
Also, focus will be placed on the vital role of employers in the placement programme. Key elements in the relationship from a tentative first contact through to a positive experience for hiring manager, student engineer and the engineering department will emerge in discussion.

The session will attempt to answer these questions:

- What enables a student engineer to return with sponsorship and a graduate job from the placement employer?
- What ensures that an employer returns year after year for placement recruits?
- What is the vital role of the placement coordinator in enabling these outcomes?

### Presentation







23b

## Building and Maintaining Partnerships which Deliver

**Rosalind McMeakin and Karina Smith**

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[k.a.smith@bham.ac.uk](mailto:k.a.smith@bham.ac.uk)

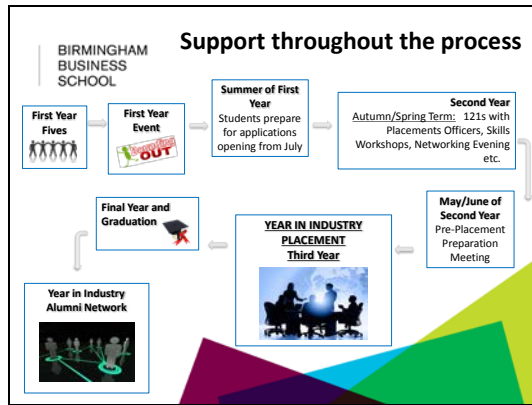
0121 414 3558

### Abstract

In 2011-12, three of our Year in Industry students went out on placement to IBM. This rose to four the following year and remained at this level in 2013-14. It currently stands at five, and so far, we have nine students going to IBM in 2015-16. We believe this ongoing success is due to the excellent relationship we've established with IBM, and a significant factor has been our students themselves. One 2013 graduate returned to IBM, is now the UoB Campus Manager and has since attended two of our annual Networking Evenings, which bring together our second years and employers. Two of last year's interns worked with us to organise a mock assessment centre, an activity which prepared our second years well and received positive feedback. This was repeated last November and will be again this year. We also piloted an IBM Mentoring Scheme for first years in Spring 2014, and two participants are starting at IBM this summer. We will be adapting and improving the Scheme for the Autumn. We would be interested to hear if other universities have similar partnerships with companies. Have you been able to develop these to the extent that you have guaranteed places for your students each year? How much have your students on placement at these companies influenced this relationship? Have students ever damaged a partnership? Have you experienced any negative aspects around such a large number of students ending up at the same company? And how long do these partnerships typically last?

### Presentation

<p>UNIVERSITY OF BIRMINGHAM</p> <p><b>Programmes in Partnership</b></p>  <p>BIRMINGHAM BUSINESS SCHOOL</p> <p>A Case Study between Birmingham Business School and IBM</p>	<p><b>Who we are</b></p> <p>BIRMINGHAM BUSINESS SCHOOL</p> <p><b>Rosalind McMeakin &amp; Karina Smith</b></p> <p>Placements Officers - BSc in Business Management with a Year in Industry, Birmingham Business School</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Four year programme of study, with industrial placement during third year</li> <li><input type="checkbox"/> Grown from 40 students out on placement in 2009-10 to 85 students out 2015-16</li> <li><input type="checkbox"/> 40 YINI students graduated with a First Class Honours degree in 2015</li> </ul> <p>UNIVERSITY OF BIRMINGHAM</p>
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### A growing relationship

**BIRMINGHAM BUSINESS SCHOOL** **IBM**

**IBM's involvement in our programme:**

- Employer panel 2013
- Annual networking evenings
- Mock assessment centres
- Mentoring scheme
- 2011-12 placement student returned as graduate trainee & became IBM's UoB Campus Manager
- 2013-14 placement students carried out first mock assessment centre & acted as initial contact re mentoring scheme pilot

**No. of our students on placement at IBM:**

Year	No. of students
2009-10:	2
2010-11:	3
2011-12:	3
2012-13:	4
2013-14:	4
2014-15:	5
2015-16:	10

**UNIVERSITY OF BIRMINGHAM**

- ### Mock assessment centres
- BIRMINGHAM BUSINESS SCHOOL**
- All organised in conjunction with and run by placement students / graduate trainees / IBM's UoB Campus Manager / senior executives
  - Activities same as real IBM assessment centre
  - Focus on IBM's core competencies and values
  - Feedback provided to second years
  - **1<sup>st</sup>:** Jan 2014  
- 21 YINI students attended, 3 went on to secure placements at IBM
  - **2<sup>nd</sup>:** Nov 2014  
- 34 YINI students attended, 4 went on to secure placements at IBM
  - **3<sup>rd</sup>:** planned for Nov 2015
- IBM**

- ### Mentoring scheme
- BIRMINGHAM BUSINESS SCHOOL**
- 
- **Aim:** to increase awareness of employability, recruitment process, key competencies employers are looking for and advice/tips for getting placement or graduate scheme position
  - **Piloted in Spring 2014**
    - Open to whole first year Business Management cohort = 24 students across three programmes
    - Managed in ad hoc manner = limited success
  - **Revised for 2015:**
    - Targeted just at YINI students
    - Required 250 word application = 17 received
    - Scheme will run Sep – Dec with at least 4 hours of mentoring each month
    - Clearly defined roles/responsibilities, expectations and monitoring/progress-checking with final review meeting
- UNIVERSITY OF BIRMINGHAM**

- ### Discussion questions
- BIRMINGHAM BUSINESS SCHOOL**
- Do you have similar partnerships with companies?
  - Have you been able to develop these to the extent that you have guaranteed places for your students each year?
  - How much have your students on placement at these companies influenced this relationship?
  - Have students ever damaged a partnership?
  - Have you experienced any negative aspects around such a large number of students ending up at the same company?
  - How long do these partnerships typically last?
- UNIVERSITY OF BIRMINGHAM**

## How Colleges can effectively work with Workplace Mentors

**Alison Milner and Alastair Wilson**

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01803 540427

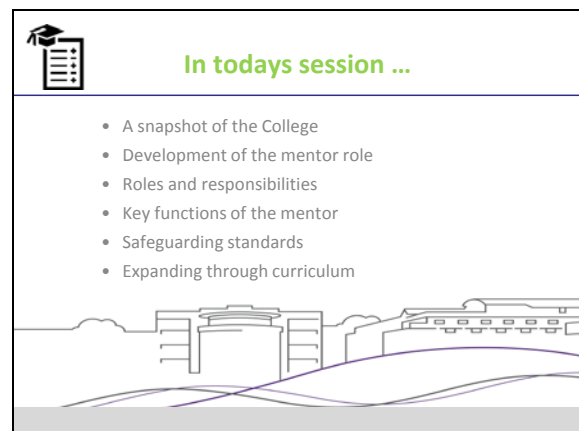
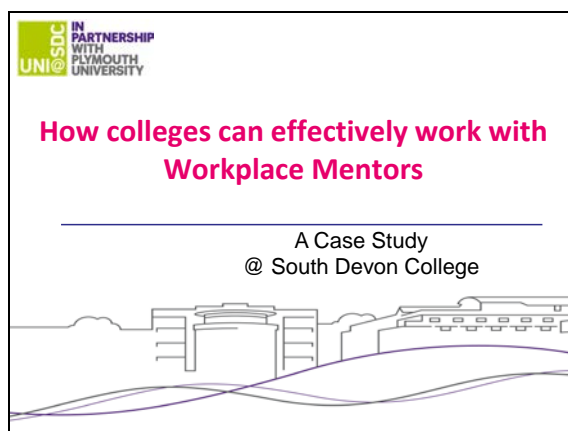
[Alison.milner@southdevon.ac.uk](mailto:Alison.milner@southdevon.ac.uk)


### Abstract

Since the development of the FdSc Healthcare Practice programme in 2006, South Devon College, a nationally recognised outstanding institution for both FE and HE has developed the role of mentors to assist students in their work placement. Due to the success of the role, the college has since implemented mentors into the FdA Early Years programme, where work placements are also an integral part to the course, as well as ensuring the relevance of the role within Healthcare, when faced with increased numbers and diversification of Assistant Practitioner positions. The presenters will share their experiences on how the college have been able to continually evidence, develop and grow the mentor role in accordance with chapter B10 of the Quality Code, in particularly indicators 7 and 8, which focuses on the formalised relationship between organisations and higher education institutions.

This discussion will aim to inform peers and employers on the functions and expectations of the mentor role, as well as the responsibilities of each stakeholder involved. It is hoped the ideas and thoughts generated will have tangible practical application by enabling institutions to effectively develop similar schemes for the benefit of all involved.



### Presentation







### A snapshot of the College

- Background
- Breadth of provision



### Development of the mentor role

- Why
- Responsibility
- Quality standards
- Professionalism
- Practice based assessment



### Roles and Responsibilities

- Level of competence
- Develop individual skills
- Supervision
- Teaching through demonstration
- Sign off



### Key functions of the mentor

- To provide comprehensive support
- To demonstrate work based skills in practice
- Provide constructive advice, feedback and encouragement
- Identify learning opportunities in the workplace
- Help students to relate theory to practice
- Encourage reflection
- Act as a point of contact and liaison with the Course Coordinator as required



### Safeguarding standards

- Quality and standards
- Student
- Professional
- Profession
- General public





### Expanding through curriculum

- Relevance
- Transferability
- Higher Level Apprenticeship

### Conclusions



## ASET BURSARY PROJECTS

### 2015 ASET Research Bursary

The ASET Research Bursary was established to provide a funded student placement opportunity, and to grow the body of research into placement and work-based learning. In 2015, its 4<sup>th</sup> year, the bursary was awarded to **Dr Hilary Jones**, *Postgraduate Internships Co-ordinator*, **University of Sheffield**, for her research project outlined below:

#### Project

##### **The Impact of Placement Experience on Returning Doctoral Students**

##### Background

The proportion of students graduating with a doctoral degree who subsequently establish an academic career is in the order of 10%, with both funders and universities acknowledging the broader application of the skills of the researcher in the wider economy and society. As a result, placements for PhD students are becoming more and more commonplace, with large funders encouraging or making mandatory the inclusion of a placement in the doctoral degree. This is a very positive development, and the increasing number of doctoral interns are providing valuable knowledge transfer to organisations in the UK and beyond.

The acceptance and full potential of the doctoral placement programme is being hindered by a concern amongst academic staff in some departments that the placement experience may reduce the likelihood of successful completion. Some of the specific concerns listed are reduced motivation, losing touch with the research whilst away on placement and late submission of the thesis. Failure to meet thesis submission deadlines results in penalties for university departments and is therefore a legitimate concern.

Whilst there is much anecdotal evidence that doctoral students return with increased motivation, new ideas and better career contacts, there is little data to allay or substantiate the concerns of academic staff. An initial study such as this, would provide some initial data and may pave the way for a larger, UK-wide data-gathering project.

Hilary's project was undertaken by **Talia Garza Garza**, *PhD Hispanic Studies, 2013-17, University of Sheffield*, and presented by her at conference. Her presentation is included below, and her final report can be viewed [here](#).

## Presentation

### The impact of the placement experience on returning doctoral students

Talia Garza Garza  
University of Sheffield

### Context and rationale

Placement schemes relatively new at doctoral level  
Most PhD students do not follow an academic career  
Pros and cons of doctoral internships are largely anecdotal

© Vitae Researcher Development Framework 2011

### The Research & methods

Polls conducted for three groups:  
PGRs currently on an internship  
PGRs who have completed one  
Academic staff

### Students' perspectives...

"What have you gained as a direct result of your internship?"

Skill gained	Count
Other	4
Resilience	11
Analysis	4
Research	8
Strategic thinking	8
Information	3
Communication	8
Organisation	3
Self-report	1
Confidence	24
Knowledge of the sector	4
Communication	12
Resilience	12
Teamwork	12
Efficiency	8

"To what extent has your internship experience helped you to appreciate how your research fits within the larger economy/society?"

Not at all	1	2	3	4	5
Not at all	1	1	1	1	1
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1

"To what extent do you feel more motivated to finish and move onto the next step in your career?"

Not at all	1	2	3	4	5
Not at all	1	1	1	1	1
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1

### Students' perspectives...

"I was able to see the wide range of possible applications of my research in fields that are not strictly engineering or scientific"  
"I found an application for my research work in the real world, and gained a much better appreciation of how what I do in my research can be used in the real world to improve our society"  
"The internship area was outside of my research area. However, I gained an insight into how my research could one day be integrated into the council's work i.e. how their current approach could benefit from a more research driven approach."  
"It helped me see what I liked about management jobs and more importantly what I didn't like. So now when applying for jobs I have a more clear direction of what jobs I am looking for."  
"Helped to see how my area fitted into the overall picture"  
"Although my research was not directly related to my internship, it has made me realise the importance of plant health in a broader, more global, food security context."

© Vitae Researcher Development Framework 2011

### Academics' perspectives

"To what extent do you support or have reservations around PhD students undertaking internships?"

Not at all	1	2	3	4	5
Not at all	1	1	1	1	1
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1

"If you are supportive of doctoral internships it is because..."

Not at all	1	2	3	4	5
Not at all	1	1	1	1	1
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1





## ASET BURSARY PROJECTS

### 2015 Exploration and Enhancement Student Bursary

Building on the success of the ASET Research Bursary, a second bursary was launched at the 2013 ASET Conference. The Exploration & Enhancement Student Bursary was created to provide a funded student placement opportunity, and also, distinct from the Research Bursary, to facilitate the sharing of innovative practice in placement and work-based learning. In 2015, its second year, bursaries were awarded to 2 projects. The first of these was awarded to **Mark Handscomb**, *Programme Leader for BA Journalism* and **Clare Fletcher**, *Placements & Projects Officer, School of Art & Media, Teesside University*, for their project entitled:

**Piloting student media placements in non-traditional media environments:  
Teesside University School of Art and Media and James Cook Hospital Communications Team**

The project was undertaken by **Josh Gallacher**, *BA Multimedia Journalism 2013-2016, Teesside University*, who presented his findings at conference, along with a short video which played throughout conference in the main hall.

The outline of Josh's presentation can be seen below, and his final report [here](#).

#### Presentation

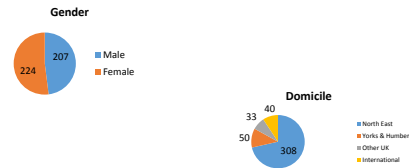
<p><b>Pilot project between Teesside University Media students and South Tees NHS Trust: James Cook University Hospital Trust Communications Team</b></p>	<p><b>TEESSIDE UNIVERSITY</b></p> <p>Based in the town of Middlesbrough. Winners of 2009 THE University of the Year and 2013 Queen's Anniversary Prize. Currently 20,104 students enrolled.</p>
<p><b>PARTNER: SOUTH TEES TRUST</b></p> <p><small>is the largest hospital trust in Tees Valley. The Trust runs The James Cook University Hospital in Middlesbrough and the Friarage Hospital in Northallerton. Workforce of almost 9,000 people and provides a range of specialist regional service to 1.5 million people. In Tees Hospital NHS Foundation Trust is the largest hospital trust in Tees Valley. The Trust runs The James Cook University Hospital in Middlesbrough and the Friarage Hospital in Northallerton. Workforce of almost 9,000 people and provides a range of specialist regional service to 1.5 million people.</small></p>	<p><b>PROJECT AIMS</b></p> <p>To research the effectiveness of placements in <b>Non-traditional Media organisations</b> with the goal of creating future opportunities for students.</p> <p>To define and assess the parameters of a <b>"successful" partnership</b> resulting in short term placement opportunities.</p> <p>To identify <b>student motivations, expectations, and record their experiences</b></p> <p>To identify the <b>employer's motivations, expectations and record their experiences</b>.</p> <p>Extend the level of knowledge and increase the information available relating to short term placements.</p> <p>To develop an approach which can be utilised with many partners to extend placement provision for Creative Arts students</p>

## Number of students in Graduate Level roles after taking part in a placement?

81%

Brooks & Youngson, 2014

## Our Students



Source: Academic Registry 2014/15 431 student enrolment

## CHALLENGES FOR STUDENTS

Our experience at Teesside University - small creative arts sector/media opportunities

Therefore, limited placement provision

However, look to develop positive partnerships within non- traditional media related organisations

Barriers include financial and mobility

## THE PROJECT

Within the South Tees Trust the main facility is James Cook Hospital – 6 students on short term placement for 2 weeks.

## THE PROJECT

What is involved 2 week short term placement during summer holidays assessed and course requirement. Working within the PR & Comms department of STT under placement supervisor. Students are required to log experience and gain assessment of performance from placement provider.

<https://vimeo.com/138179390>

## PROJECT FINDINGS

In addition to the film we undertook several information gathering activities face to face interviews, online journal, online survey, offline survey to assess the motivations, expectations and experience of the placements and to help us continue to refine and define our media placement provision.

Face to Face Interviews

Online Journal

Online Survey

## PROJECT FINDINGS

"I think work experience is important because people have a chance to explore real time in the industry"

"I have very little confidence and feel shy and nervous when thinking about Work Experience."

"I think its still just as important, it's good to show that you have had past experience no matter if it's traditional or non-traditional. I think it makes you look more professional and it gives you something to talk about in interviews, it also helps build a portfolio"

"Scared of being in a situation where I will panic and everything will go wrong."

"No opportunities in the place where I live."

## PARTNERSHIP DEVELOPMENT

Future plans include continuing to extend placement provision

Continuing placement development with existing partners

Staff development – spending time within placement provider environment

Why do we think this partnership approaches works? over 2 years developed a strong working relationship – identify clear goals on both sides – set clear expectations – utilise alumni network as grad as positive role model and supportive placement supervisor. Continue to define BBC Tees – Look to extend this approach with news partners.

## ASET BURSARY PROJECTS

### 2015 Exploration and Enhancement Student Bursary

The second award went to **Dr Pat Cullum**, *School Co-ordinator for Student Experience, School of Music, Humanities and Media, University of Huddersfield*, for her project entitled:

#### Supporting Students with Mental Health Issues

The project was undertaken by **Matthew Lightfoot**, *BA Hons History 2013-2016, University of Huddersfield*, who also presented his findings at conference. A guidance leaflet has also been produced and is available on request. Matthew's presentation can be seen below, and his final report [here](#).

#### Presentation

The presentation consists of six slides arranged in a 3x2 grid. Each slide has a dark purple header with white text and a pink tab on the right side.

- Slide 1 (Top Left):** Title slide for 'ASET Mental Health and Work Placements'. It lists the Project Manager as Matthew Lightfoot and the Supervisor as Dr Pat Cullum.
- Slide 2 (Top Right):** Titled 'What is this project?'. It contains three bullet points: 'This project is an attempt to give help to all persons concerned with a student with mental health issues pertaining to a work placement.', 'The products: A good practice guide booklet, list of mental health friendly employers.', and 'Main focus upon Depression and Anxiety.'
- Slide 3 (Middle Left):** Titled 'Why?'. It contains three bullet points: 'Mental health is a major problem, it is a massive cost to the country and employers.', 'Students in particular are at more risk of mental health conditions.', and 'Most critically, it can have the most devastating effect on student's lives.'
- Slide 4 (Middle Right):** Titled 'Why it's a challenge'. It contains three bullet points: 'Much harder to identify and measure than a physical disability.', 'Much harder to treat.', and 'Much harder to understand.' Below the bullet points is a quote: 'A company would be much more familiar with the kind of things and adjustments they'd need to do, or a wheelchair user, I think a study like this is very useful because mental health is so broad.'
- Slide 5 (Bottom Left):** Titled 'What's to be done?'. It contains three bullet points: 'Great strides have been made in this field.', 'Overcoming stigma to encourage disclosure.', and 'Praise employers whom are sympathetic.'
- Slide 6 (Bottom Right):** Titled 'How we did it'. It contains three bullet points: 'Identify most important issues and priorities.', 'Researching the academic literature.', and 'Interviewing knowledgeable persons.'

### The Results

- ▶ We have a booklet that will hopefully help.
- ▶ Employers can and will only be asked to make reasonable adjustments.
- ▶ No holding hands.

"So I think putting into practice some of the skills they might have thought about as coping strategies when meeting members of the team."

Thank you for listening

Any Questions?

## Employer Panel: Learning from Success Stories

ASET Vice Chair, James Corbin, led a diverse panel of Employers to share their experiences with placements, from the placement virgin still thinking about whether to start a placement programme, to organisations recognised as supportive partners in placement by a range of awards, not least the National Undergraduate Employability Awards. Participants were encouraged to talk about the benefits of getting involved in student work experience, and to share the key factors for success in working with universities and students. This was followed by a “Question Time” session in which delegates were actively involved.

### The Employer Panel:

Alastair Banks, *Director, Optix Solutions*

<https://www.linkedin.com/in/alastairbanks>

Lizzie Brock, *Head of Marketing, RMP Enterprise Ltd*

<https://www.linkedin.com/pub/lizzie-brock/21/66/975>

Jess Collings, *Volunteering Manager, Eden Project*

<https://www.linkedin.com/pub/jess-collings/50/a83/274>

Martyn Flynn, *Talent Acquisition Manager, South West, Enterprise Rent-A-Car*

<https://uk.linkedin.com/pub/martyn-flynn/27/711/88>

Claire Kennady, *HR & HSE Manager, IMI Precision Engineering (Norgren)*

“Best New Provider of Work Experience” winner, 2015 NUE Awards

<https://www.linkedin.com/pub/claire-kennady/8/b03/889>

James McShea, *Chartered Occupational Psychologist, Civil Service Fast Stream*

“Best Diversity Initiative in Work Experience” winner, 2015 NUE Awards

<https://uk.linkedin.com/pub/james-mcshea/87/58/184>

Julian Tagg, *Chairman, Exeter City Football Club*

<https://www.linkedin.com/pub/julian-tagg/35/bb3/7b8>

This was a great opportunity to open our conference to Employers, adding an important thread for delegates, and a new voice. It was really interesting to see the interaction between the different employers on the panel, and having a selection of employers was a strength - public sector, large corporate and SMEs. Coming from such diverse industries, there were often clashes in opinion about how they worked with interns, placement students and graduates, which is something we need to be aware of - One size definitely does not fit all. For many delegates this insight was particularly relevant, reinforcing the need to be flexible in their approach.

One of the key messages was clarification of the time constraints on SMEs. Forwarding 50 applications in response to a job advert we have posted for them, could present difficulties in terms of time and resources, which deter their engagement with us in future. They want us to have a clear understanding of their business so we can help them to access a small number of suitable students. If they were able to look at the CVs of available students online this would be ideal, allowing them to see what skills were available and then tailor placement projects accordingly. Often smaller companies also want us to ‘meet them on their patch’ – they regularly attend networking events as part of their working day

to build and develop their business, and they want to see us there too, so they don't have to arrange yet more time consuming meetings with us.

Where we take this type of interaction forward is the next challenge. We all need to consider the challenges in sourcing talent through placements, the challenges of converting placements into graduate roles, and indeed, whether that is the better approach, rather than looking to recruit direct hires?

In short, a lively and thought provoking session, and a great foundation for interaction with Employers at future conferences.

**Jo Eaton, Rebecca Evans and Becky Jones**  
ASET Trustees



L to R: Julian Tagg, Alastair Banks, Martyn Flynn, Claire Kennady, James McShea, Jess Collings, Lizzie Brock and James Corbin

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## **The Placement and Employability Professionals' Body**

ASET is the professional body for placement and employability staff. It has been at the forefront of developments in sandwich courses and other forms of work placements, in both higher and further education, for more than 30 years. We represent over 1800 academic and administrative placement staff at more than 110 HE and FE institutions.

ASET has been the catalyst for the development of guidelines in many areas and also the promotion and dissemination of best practice. We also seek to champion the general concept of work-based learning.

ASET is an educational charity run by work-based learning practitioners for work-based learning practitioners and offers support, advice, guidance and representation to all professionals who work in the sector.

As the leading organisation in the work-based and placement learning sector we seek to provide independent and influential strategic leadership for it.

Membership gives all relevant staff at universities, further education colleges and employers the opportunity to benefit from, and contribute to, a wealth of experience and expertise.

If you wish to discuss any aspect of ASET's work, please contact the ASET office or any of the Executive Committee Members. Contact details are below:

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### **ASET Conference 2016**

The next Annual Conference will be 6-8 September 2016 at the University of York. Further details available on the ASET website.

[www.asetonline.org](http://www.asetonline.org)

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